

Rozelle Public School

2019 Annual Report



7435

Introduction

The Annual Report for 2019 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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Message from the principal

I would like to acknowledge our highly dedicated and professional staff who work together to provide teaching and learning programs with a focus on ensuring a wide range of educational opportunities and student engagement.

Our sincere thanks to Rozelle Public School's supportive and highly valued P & C for their outstanding work in fundraising initiatives and community events to support the students in our school, and to also bring our community together. Their contributions continue to enhance and enrich the students' school experiences.

As we reflect on our practice, this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development. I would like to acknowledge the efforts and contribution of our school executive in completing this report.

Angela Svinos

Acting Principal

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 future-focused learners. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

In the domain of **Learning** we pride ourselves on a learning culture that focuses on the continuous performance improvement of both staff and students. There are high expectations which ensure students make academic and social progress which is evidenced in differentiated class programs, additional specialist programs and Learning Support and Extension programs. Teachers use information about individual student capabilities and needs to plan for authentic future-focused teaching opportunities so as to engage students in rich learning experiences.

A strong commitment to student well-being is evidenced through our whole school approach underpinned by a Restorative Practice foundation. Respectful relationships, PDHPE programs and individual learning plans ensure students belong and thrive in an encouraging learning environment that is evident in connected relationships, student feedback, positive behaviours and high levels of engagement and motivation.

There is also a whole school approach to the ongoing performance and improvement of staff through team teaching, peer coaching and future-focused professional learning related to best practice. In 2019 staff reflected on the most effective use of physical environments, as well as undertaking professional learning to support the implementation of the new Science and PDHPE syllabi. Staff revised their teaching and learning programs to ensure that they were in line with new requirements which considered student assessment, outcomes, learning objectives and meaningful content to ensure educational experiences in both Key Learning Areas and further improvement of student performance.

In the domain of **Teaching** we continued our powerful cycle of peer coaching. This collaborative approach improved teacher's explicit teaching practices through negotiated lesson observations, analysis of student data and specific teacher feedback which happened twice throughout the year. Teacher's feedback was always timely, explicit and used as a means to improve student learning outcomes. This whole school process helped teachers to share curriculum knowledge and informed the development of amended programs in English and Mathematics, which were aimed at increasing investigative and hands-on learning opportunities, as a means of meeting the needs of all students.

The Instructional Leader and Early Years mentor positions allowed teachers the opportunities to evaluate their teaching practices and adjust where necessary. Teachers engaged in regular professional discussion in their grade teams, stages and with specialist teachers to enhance teaching practices that maximise student engagement in learning. The lesson observations and discussions were aligned with Professional Development Plans around areas specific to the professional teaching standards and the whole school plan.

The analysis and reflection on the use of whole school data lead to the consideration of the need to gather and evaluate more formal baseline data in English and Mathematics. The leadership team examined the best applications to be used for these purposes and hence it was agreed to purchase and use the Fountas and Pinnell Assessment Kit to gather additional data on a child's individual reading and comprehension achievement. As well as this, in 2020 the PAT Maths Assessment resource will provide specific data on students' strengths across all mathematical strands. The gathering of this data next year will provide greater insights into student progress and their learning across the whole school.

In the domain of **Leading** the capacity of teachers was developed through authentic opportunities to take on specific leadership roles and responsibilities within the school. Expertise and guidance were provided by the school leadership team, the Principal, the Instructional leader and the Early Years mentor, who harnessed their collaborative strengths to facilitate school improvements and up-skill staff and build on existing practices. Teachers conducted professional learning sessions in areas of working mathematically, play-based learning, assessment, gifted and talented provision and Aboriginal Education.

Student leadership has continued to flourish through regular senator meetings, green team meetings and school

parliament meetings where students feel valued, their thoughts actioned and their voices heard. Student voice came to the forefront in the development of the vegetable garden and the purchasing of an aviary. These initiatives focus on our commitment to continually improve our learning spaces, respond to student learning interests and the sustainability of the global environment.

Our termly reflections and evaluations against our school plan and the associated milestones assist with directing and refining school activities. These activities lead to further improvements in our service delivery and educational outcomes for all our students.

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.

Improvement Measures

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 show high levels of satisfaction on school-specific questions.

Measures on Student Tell Them From Me Survey show improvement.

An increased number of teachers gaining accreditation at highly accomplished or lead level.

Results of the evaluation of flexible learning spaces indicates high levels of skill development among teachers and students and high levels of parent satisfaction.

Overall summary of progress

The Instructional Leader continued to work with the early career teachers, in a coaching and mentoring capacity, and supported them by assisting with setting up their classroom environments and establishing academic and behavioural expectations with their students, to ensure a positive commencement to the school year. Support with curriculum implementation, the writing of programs in line with NSW syllabi and the appropriate differentiation of tasks were other focus areas. Teachers were also supported in identifying suitable goals for inclusion in their comprehensive professional development plans and completing the accreditation process to achieve the required level of proficient status.

A small number of staff members explored the Highly Accomplished and Lead Teacher program and are continuing to assess how to gather the required evidence. This is being pursued through individual coaching sessions with supervisors and establishing networks with other schools.

Two cycles of peer coaching took place throughout the year which served to enhance professional relationships and enable staff to further refine and improve upon their teaching practices. The opportunity to engage in professional dialogue and teaching observations were well-received by all staff.

Specialist providers featured heavily within the professional learning calendar this year. Staff were provided with opportunities to further develop their skills in teaching Mathematics and English, and were introduced to the new Science and Technology syllabus. 'School Learning Environments and 'Change' personnel delivered a professional learning session to staff which built on their current understanding of flexible learning pedagogy.

Staff expertise was showcased through the presentation of play pedagogy and the impact of fundamental movement skills (FMS) on learning development which was held in the preschool. Staff reflected on how they integrated movement within their current programs and how they could further incorporate and adapt new strategies that were discussed in order to optimise learning outcomes for all students.

Staff engaged in several professional learning sessions with external providers, TRIO, to enhance the teaching of English, especially writing, across the whole school. Following on from this each grade created new units of work aimed at improving student academic achievements. In addition to this, staff participated in additional presentations on Writing, specifically focusing on grammar, where half a day was given for each team to plan new units of work throughout Terms 1 to 3.

This professional learning enabled staff to increase their knowledge of syllabus expectations in terms of addressing content using a contextualised approach and assisted staff to establish a starting point for tracking student data using PLAN2. Through the administration of a summative writing assessment, staff assessed student achievement in their

sentence writing skills and entered the data into PLAN2.

Kindergarten staff continued to explore play-based learning by engaging the preschool teacher as a mentor teacher. This has further developed a valuable transition for the students and educators so that they can develop future-focused strategies to implement more flexible hands-on learning opportunities.

Staff have continued to experiment with various classroom layouts and have purchased furniture and required resources accordingly and continued to engage in professional reading about how to get the best out of flexible learning spaces and the required changes to teaching practices.

Progress towards achieving improvement measures

Process 1: Create an Instructional Leader position to mentor and coach teaching staff on goals identified in Professional Development Plans and support staff with accreditation processes.

Establish 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.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Due to staff changes in Term 4, the Instructional Leader position was shared among the executive staff giving the opportunity for all Assistant Principals to work with their own teams, to enable them to hone in on enhancing teaching practices with the whole staff. This also strengthened the role of the supervisor and enabled more specific and frequent feedback to be provided. Encouraging staff to undertake higher accreditation levels continues to be an area of focus. Peer coaching is a valued process by the staff and has served to provide opportunities to engage in professional dialogue with colleagues from different stages and for staff to learn and gain valuable insights from each other, increasing our reflective practice which is focused on improving student outcomes. | QTSS Instructional Leader Position \$117281 |

Process 2: Provide a program of high quality professional learning for all staff responsive to whole-school priorities and individual professional goals. This will include professional learning in peer coaching, effective feedback, writing and grammar, critical and creative thinking, the Literacy and Numeracy progressions, STEM and future-focused learning.

Provide structured opportunities for staff to demonstrate and share their expertise and insights gained through professional learning opportunities.

| Evaluation | Funds Expended (Resources) |
|---|-------------------------------|
| Accessing professional learning from external providers has had mixed results in trying to fulfil our goals within the school plan. Despite providing clear requirements, both the Science and future-focused professional learning sessions fell short of providing staff with the knowledge and skills we were hoping would be acquired. Conversely, professional learning led by staff was extremely well-received and further opportunities for staff to share their expertise has been identified as something that will be continued. | Professional Learning \$63661 |

Process 3: Implement a whole-school approach to the teaching of writing based on the English syllabus and the Literacy Progressions, and incorporating the effective teaching of spelling, grammar and punctuation in context.

Provide all teaching staff with training in the Literacy and Numeracy progressions to assist them to better identify and address the individual literacy and numeracy learning needs of their students.

Use Plan2 software to describe and track student progress in Literacy and Numeracy to demonstrate improvement.

| Evaluation | Funds Expended (Resources) |
|--|---------------------------------------|
| In concert with ongoing strategies to improve our use of data and tracking | In-house professional learning around |

Progress towards achieving improvement measures

student achievement, we were able to initiate the use of PLAN2 where student achievement in grammar was collated and analysed. How to adjust teaching programs and use formative assessments in all aspects of writing to fully embrace the potential of using this software will be the next area of focus.

Literacy and Numeracy progressions

PLAN2 training to describe and track student progress

Process 4: Continue to develop teachers' understandings of flexible, future-focused pedagogy and provide human and material resources to support its implementation.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Kindergarten staff made significant gains in their incorporation of play-based learning and pedagogy which were well supported by professional learning opportunities and the Early Years mentor position. | Furniture for flexible learning spaces \$17472 Professional learning by the early career teacher mentor in play-based learning |

Next Steps

- Increase opportunities for staff to share their expertise in curriculum and priority areas that relate to the school plan and that will focus on improving the school's NAPLAN results
- Broaden the use of PLAN2 by assessing other strands in both Literacy and Numeracy and allowing more formal opportunities for staff to measure the impact of teaching programs and identify strengths and weakness across grades and stages
- Access appropriate professional learning that will build upon the knowledge of flexible learning pedagogy by reflecting on how to maximise the use of physical learning environments and future-focused pedagogy so as to optimise student learning experiences and outcomes

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.

Improvement Measures

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.

Every student's progress in Literacy and Numeracy PLAN 2 data shows improvement.

Critical and creative thinking skills evaluation tools demonstrate improvement in students' use of dispositions for learning.

All students demonstrate improvement in ICT capabilities according to school-based criteria.

Student engagement measures on the student Tell Them From Me survey are equal to or above the NSW average.

Measure of "School Supports Learning" on parent Tell Them From Me survey equal to or above NSW average.

Overall summary of progress

Continuing the focus to enhance student outcomes in Writing, as evidenced in recent NAPLAN results, the English team developed a K–6 grammar checklist for all staff to refer to so that the teaching of grammar is more sequential and contextualised. During Term 4, staff assessed student writing, specifically their achievement in forming sentences of varying structures according to grade expectations. This information was entered into PLAN2 to inform teaching and learning programs in 2020.

Staff were introduced to the Fountas and Pinnell Reading Assessment Kit which served to up-skill all staff in administering running records to children in Years 3–6 to ascertain their strengths and weaknesses in decoding texts and comprehension. Initially a minimum of five students were bench-marked in each class and this data was recorded on a whole school spreadsheet. Moving forward the expectation is that every student in Years 3–6 and K–2 students reading beyond PM Benchmark level 24, will have their reading assessed by the end of Term One in the first year to establish baseline data, and then this will continue twice a year from hereon.

Staff continued to develop their skills in using various digital technologies including Google classroom and SeeSaw and embedding their use in their teaching and learning programs according to the whole school plan. All students participated in coding lessons delivered by Scope IT Education which provide a pathway for students starting with basic coding skills and moving onto electronics. These courses align with the outcomes identified in the new Science and Technology syllabus. The success of this program was highlighted by two of our students featuring in the winners list for the SCOPE IT International Tech Tournament for coding a story animation and game challenge.

Stage 2 and 3 students were provided with opportunities to participate in the STEM SHARE initiative and created their own films using green screen. Parental expertise was utilised in assisting students to produce and direct their own films. This project culminated in an informal school film festival that was held at the end of Term 4.

Associate Professor at the University of Western Sydney, Catherine Attard, led the staff in two days of professional learning focused on the working mathematically component of the Mathematics syllabus and the differentiation of content and skills. These sessions proved extremely successful in assisting teachers to modify existing teaching and learning programs so that learning tasks were further refined to ensure strengthened differentiation when catering to individual student need. In 2019 the school identified the need to collect whole school data in Mathematics and benchmark students as a baseline for tracking future student performance over time. The Maths team researched various assessment options, in consultation with the staff, and then decided to purchase in 2020 the Performance Aptitude Test (PAT) in Mathematics to help staff analyse student strengths and areas for development.

Science units that formed part of the existing conceptual units (History and Geography) were modified to ensure that students were being taught the appropriate content and skills based on the outcomes in the new Science syllabus. How

the existing whole school scope and sequence addressed each element of the new syllabus was mapped out by the school executive to ensure continuity across each stage. In addressing the working scientifically component generic and subject specific materials were purchased to enable students to engage in scientific discovery commensurate with syllabus requirements.

Through the provision of the Early Years teacher mentor, support continued for Kindergarten teachers and new staff were introduced to a flexible learning pedagogy that underpins the developmental learning and skill building within each preschool learning centre on how to integrate numeracy, literacy, art/craft, construction STEM, science and nature. Through experiencing the flexible learning provocations in these learning areas, which can be quite different to the setting of a traditional classroom, teachers gained insight into dynamic ways to arrange their room settings where children can resource their own learning with the teacher taking on the role of scaffolding skill building, collaborative learning, facilitating problem solving and meeting children at their individual developmental learning needs at that point in time.

Progress towards achieving improvement measures

Process 1: 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.

Develop explicit assessment criteria to provide consistency for teachers and students, inform planning, improve teachers' analysis of data and track student progress.

Use the Literacy and Numeracy progressions and Plan2 software to describe and track each student's individual progress and learning needs.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The English team have produced a whole school grammar and spelling scope and sequence and these both await formal implementation alongside the use of the revised literacy progressions and PLAN2. All these aspects will provide valuable data to help track student progress more effectively. Additionally, the introduction of the Fountas and Pinnell reading assessment in Years 3–6 will become fully embedded to describe and track individual student achievement in reading which will have an impact on teaching and learning programs and student outcomes. | Fountas and Pinnell assessment training for all staff on how to utilise the kit to assess students and track their individual progress \$5141 Whole school grammar and spelling scope and sequence developed |

Process 2: 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, robotics, filming and 3D printing linked to STEM learning tasks and the DoE STEM SHARE initiative.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Students have been exposed to a range of digital technologies through the implementation of the ICT capabilities whole school plan and have demonstrated increased engagement in their learning through the use of these tools as evidenced in the Tell Them From Me surveys. A small number of student skills were well above state level which was evidenced in two students featuring in the winners list for the SCOPE IT International Tech Tournament for coding a story animation and game challenge. | In most TTFM student engagement measures, the school scores have generally stayed the same since 2017, 94% of students value school outcomes and 87% of students report high levels of effort in school. Digital resources \$33437 |

Process 3: Provide high quality professional learning in Mathematics to build teachers' capacity to authentically differentiate numeracy lessons and engage students through working mathematically

| Evaluation | Funds Expended (Resources) |
|--|---|
| Students have engaged positively in Mathematics lessons with an increased focus on working mathematically due to skills and knowledge gained as a response to participating in professional learning. To capitalise further on this professional learning stage and grade teams have made adjustments to their Maths programs. When the PAT Maths results are obtained in 2020, Maths programs that guide the teaching and learning will need to be re-evaluated | Maths teaching and learning resources \$10032 Professional Learning Budget \$63661 |

Progress towards achieving improvement measures

again and adjusted to ensure students are continuing to be provided with the necessary challenge and opportunities to work mathematically.

Process 4: Embed content and skills from new Science Syllabus to the existing teaching and learning programs.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Students were taught content and skills in line with the new Science and Technology syllabus and as staff familiarise themselves more fully with the working scientifically and working technologically strands, further student engagement and achievement in these areas will ensue. In 2020 teachers will need to revise and adapt their Science programs to ensure that students are offered greater opportunities for answering inquiry-based questions, researching, planning, predicting, and evaluating. | Science resources \$3630 TTFM student survey results report an increase of 4% in their interest and motivation levels, slightly below the NSW state average. |

Process 5: Further explore flexible learning pedagogy by trialling various physical layouts in concert with a range of strategies that consider student learning preferences and reflect on the impact in terms of student engagement and achievement.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Classroom layouts continue to evolve as staff purchase specific furniture and resources that encourage more flexible learning environments. To fully embrace flexible learning pedagogy as a whole school and ensure that it equates with maximised student outcomes and learning preferences, more time will be required for staff to thoroughly assess and measure the impact of classroom layouts and the use of learning spaces that ensures optimum student engagement and achievement. | In TTFM survey results 94% of students value school outcomes, an increase of 3% since 2018, and 81% report effective learning time, which is only 1% below the state average. Extension Program for 3 days a week \$83895 |

Next Steps

- Formalise a whole school spelling scope and sequence ensuring that the framework for teaching spelling incorporates the teaching of graphological, phonological, morphemic knowledge and etymology
- Review the teaching of reading in Years 3–6 based on the data gathered from the implementation of the Fountas and Pinnell Reading Assessment
- Purchase and implement the PAT Maths testing assessments
- Establish a whole school Science and Technology scope and sequence based on the new syllabus and continue to access professional learning that promotes best practice
- Continue SCOPE IT Education's Digital Technologies program for all students K–6 that builds on existing computational skills and which introduces robotics and 3D printing programs
- The new film-making program will be further developed and expanded to build on students' skills gained in 2019. This will also draw on specialist expertise provided by parents, staff and STEM T4L Leaders.

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.

Improvement Measures

By the end of the planning cycle:

Wellbeing Self-assessment tool indicates high levels of achievement in the domains of Connect, Succeed, Thrive.

Student and parent Tell Them From Me survey results related to Student Wellbeing are equal to or above NSW average.

Parent responses to surveys and focus groups indicate high level of satisfaction with school communication practices.

Playground data indicates a reduction in the number and frequency of conflicts occurring.

School payments for electricity, water, gas and landfill waste and recycling removal show a reduction.

Overall summary of progress

All new staff were trained in the school's well-being and behaviour management approach based on Restorative Practice. The implementation of the Bounce Back program, which promotes student's optimism, resilience and positive social skills was strengthened through the displaying of Bounce Back posters around the school and in ensuring that PDHPE lessons had a strong focus on strengthening student's well-being so that they can connect, succeed and thrive. A revised PDHPE whole school scope and sequence of content and skills will be completed in 2020 to ensure that class programs K–6 continue to demonstrate how the Bounce Back program is being consistently implemented across the whole school. Staff surveys indicated that teachers now have greater confidence and abilities in successfully embedding and teaching the Bounce Back program. The Positivity Pod was reintroduced to provide an opportunity to acknowledge positive student achievements and behaviour and became a highlight of weekly assemblies, with nominated students being interviewed about their positive actions and their advice for other students. Tell Them From Me student survey data demonstrated the success and impact of these measures with the percentage of students displaying positive behaviour at school continuing to rise. The school score of 94% was 11% above the state average. The percentage of students indicating they experienced positive relationships at school also continued to increase. 92% of Rozelle students indicated this as a positive attribute compared to the state average of 85%.

The next phase of the ongoing international education project 'Sister Schools Global Awareness Project' was successfully enacted. Funds sourced through a variety of school means were used in Kwaraa, Tanzania through the charity 'So They Can' which helped to build two classrooms and a staffroom. In Katuuso, Uganda through the 'School for Life' charity we were also able to support a whole class by providing much needed learning materials, school uniforms, and student meals.

This partnership between the schools has enabled students at Rozelle to increase their knowledge of the location of Tanzania and Uganda in the world and develop a greater understanding about how different and diverse life is there. This year a global perspective was also embedded into our conceptual units of work to solidify students understanding and appreciation of disadvantaged communities in other parts of the world. This enabled students to explore such concepts through the lens of a person living in Tanzania and Uganda and to acknowledge the economic disparity between Australia and these countries and how this impacts on one's life experience. Learning was further enhanced through assembly presentations, reciprocal sharing of books, videos including song and artwork, which was particularly prominent at the Art Show held during Education Week. As measured by pre-and-post-assessments, there was a significant increase in the accuracy, volume, and quality of the responses when students were asked what they knew about Tanzania and Uganda and some features of life in those countries.

Staff also participated in professional learning in African drumming to further implement aspects of African culture into their teaching and learning programs. This served to further strengthen our connection with our sister schools given that drums were purchased for the students in Uganda from the funds they received from us. In addition, we also purchased a set of drums to enhance our school music program.

The Green Team has continued to successfully promote sustainable practices across the school through regular meetings where nominated students from each class attend. Nude food days were held on a weekly basis and processes for recycling materials were further refined by introducing the yellow bin for hard plastics. Re-purposing obsolete space behind school buildings has enabled the Green Team to establish a vegetable garden, compost heap, an aviary and there are also plans for a chicken coop to be installed in 2020. In monitoring the school's water usage arrangements have been made for the school bubblers to be upgraded so that the wasting of water is further minimised. We were successful in obtaining a \$15000 environmental grant that will enable the planting of more trees within our school grounds in 2020 which will enhance the quality of the environment and make it more aesthetically pleasing.

Progress towards achieving improvement measures

Process 1: Implement Bounce Back consistently across all classes. Implement Restorative Practice consistently in every classroom and playground interaction. Provide training for students, parents and staff not previously trained. Continue the implementation of the Positivity Pod program across the school. Strengthen cooperation with parents in implementing these approaches and programs.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Tell Them From Me survey results reflected the success of both the continuing implementation of the Bounce Back program and the use of Restorative Practice for managing student behaviour. The reintroduction of the Positivity Pod was also well-received by the school community leading to increased student engagement and higher levels of positive self-esteem. | TTFM student survey results indicate extremely high levels of student well-being. 92% report positive relationships at school (7% above state average) and 94% report positive behaviour (7% above state average). |

Process 2: 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.

Participate in the UNICEF Maker4Maker project where students design a STEM challenge and provide the resources to undertake the challenge simultaneously with displaced children in other parts of the world.

| Evaluation | Funds Expended (Resources) |
|--|---|
| The sister schools project has heightened student knowledge and understanding of disadvantaged communities through various presentations in class and school assemblies, and with the countries becoming firmly embedded into the conceptual units of work. All students have been involved in a variety of learning opportunities linked to this project including artworks, letter writing, video making as well as individual student research about the charities and their works with the international education projects. | Sister Schools Funds (Global Awareness Project) \$24000 |

Process 3: Student Green Team members lead sustainability initiatives across the school to reduce the school's environmental footprint.

Every class undertake a student-led investigation related to environmental sustainability at a local, national or global level.

| Evaluation | Funds Expended (Resources) |
|---|--|
| The Green Team's efforts to lead sustainable initiatives across the school were phenomenally successful due to the passion and commitment of both staff and student team members. The vegetable garden and aviary established in the empty spaces in our school grounds should provide authentic learning opportunities for all students in the future with a gardening committee to be created to further develop green initiatives to educate others about healthy lifestyles and help to reduce the school's environmental footprint. In 2020 the school aims to evaluate energy usage to determine if there has been a reduction. | Green Team budget, including purchase of vegetable patch resources and aviary \$1460 |

Process 4: Implement improved communication strategies with parents to enhance their understanding of the school's priorities, policies and practices and better share information about their child's learning.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|--|---|
| A survey will be undertaken with parents and carers in 2020 to determine how best to further communicate school priorities, practices and policies moving forward. | 83% of parents highly rate written communication from the school and 79% 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. |

Next Steps

- Promote and maintain the vegetable garden, compost, and develop the chicken coop so that authentic learning can be embedded into teaching and learning programs across the school
- Inquire about the possibility of using the school canteen area to use the products from the vegetable garden in cooking lessons
- Action the planting of the trees and the grounds work required to enable the specifics of the environmental grant to materialise
- Use the EBS4 applications to document the effective monitoring of playground incidents
- Each class to undertake a student-led investigation related to environmental sustainability at a local, national, or global level. This could be incorporated in the conceptual units of work and cross-curricular priorities and general capabilities
- Further improve the school communication strategies by surveying the school community to determine what additional measures are required to improve their understanding of the school's priorities, policies, and practices
- Staff undertake professional learning on the new PDHPE syllabus and develop a revised whole school scope and sequence and programs based on the new PDHPE content and student outcomes

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| Aboriginal background loading | <p>\$10189 Aboriginal background loading</p> <p>\$9970 Aboriginal Education school funds</p> | <p>In 2019 funds continued to provide additional in class assistance one day per week to several Aboriginal students not achieving at Stage Level. Lessons focused on valuing country, place, culture and people.</p> <p>Resources were purchased to specifically support conceptual learning through the integrated units of work as well as recognising the importance of valuing and respecting Aboriginal culture.</p> <p>Aboriginal students demonstrated improvement in achievement levels in literacy and numeracy on internal measures and continue to work towards meeting grade expectations. Aboriginal students have a strong sense that their culture is valued and that the teachers understand their culture.</p> |
| English language proficiency | English language proficiency \$66663 | <p>Identified students receive small group withdrawal support from a specialist teacher. Students are grouped according to level of language proficiency and Stage. The New Arrivals program has a strong Speaking and Listening focus while Stage 2 and 3 focus more on building the language needed for academic writing. In class support is provided by the Learning Support team. The specialist teacher works in close consultation with class teachers and the Learning Support team to create individualised learning programs to develop students' English language skills. Student progress is tracked on English as a Language or Dialect (EAL/D) scales, mapped against the EAL/D framework and reported to parents in a formal written report which accompanies mid-year and end-of-year written reports.</p> |
| Low level adjustment for disability | Low level adjustment for disability \$109810 | <p>Students are 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. Learning and Support Teachers provide targeted individual support for students. Teachers provide small group withdrawal and in-class teaching in literacy and numeracy. School Learning Support officers are employed to support teachers in implementing differentiated class programs and provide behaviour support to identified students in the class room and playground. Individual Learning Plans are developed by classroom teachers and bi-annual meetings were conducted with parents, teachers, support officers and where appropriate relevant therapists. Data was collected and reviewed on a regular basis using both diagnostic and formative assessment. The analysis of this data informed teaching and learning programs and provided teachers with targeted information to provide differentiated learning programs for students.</p> |
| | | |

| | | |
|---|--|---|
| Quality Teaching, Successful Students (QTSS) | QTSS \$117281 | In 2019 a full time Instructional Leader position was used to mentor and coach beginning and early career teachers across all stages in the school. This support provided teachers in their first three years of teaching, encouragement and skills in planning engaging and differentiating units of work and effective responses to meet individual needs. Staff who elected to work on achieving higher levels of accreditation were also supported by the Instructional Leader to select evidence, collaborate in small teams and use data to inform planning and practice. The mentor position established in the previous years in the effective early years learning in Kindergarten continued one day a week, implementing a team teaching model as well as teaching a Kindergarten class one day per week. |
| Socio-economic background | Socio-economic background \$6078 | Funds provided students from low socio-economic backgrounds equal access to all school programs and events. |
| Support for beginning teachers | Support for beginning teachers \$41462 | A number of teachers in their first years of teaching were provided with additional release from face to face teaching time to observe the teaching practice of others, participate in professional learning and work with their supervisor. Supervising teachers were released for an additional one hour of release from face to face teaching time to work with their beginning teacher. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 316 | 330 | 326 | 325 |
| Girls | 296 | 312 | 309 | 307 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96.4 | 96.8 | 96.5 | 95.3 |
| 1 | 95.3 | 96 | 96.3 | 95.4 |
| 2 | 96.1 | 96.4 | 96.1 | 95.5 |
| 3 | 95.9 | 96 | 96.1 | 95.2 |
| 4 | 96 | 96.9 | 95.6 | 94.6 |
| 5 | 95.6 | 95.7 | 95.1 | 95.1 |
| 6 | 94.9 | 96.3 | 95.4 | 95.8 |
| All Years | 95.8 | 96.3 | 95.9 | 95.3 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

In 2019 student enrolments remained consistent with our 2018 numbers and we were able to maintain 26 classes P–6.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 26.46 |
| 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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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. In 2019, \$63661 was spent on teacher professional learning. This was made up of \$38236 in teacher professional learning funds provided in initiative funding and an additional

\$25425 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 2019 teaching staff held a fortnightly one-hour professional learning session on Wednesday afternoons. Professional learning supported the implementation of the school's three strategic directions in the school plan and the individual professional goals identified by teachers in their professional development plans. Teachers continued to maintain their accreditation at maintenance levels and a number of more experienced teachers began to explore the accreditation at highly accomplished and lead levels.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 465,321 |
| Revenue | 6,147,742 |
| Appropriation | 5,340,910 |
| Sale of Goods and Services | 15,232 |
| Grants and contributions | 784,695 |
| Investment income | 5,805 |
| Other revenue | 1,100 |
| Expenses | -6,118,504 |
| Employee related | -5,118,027 |
| Operating expenses | -1,000,477 |
| Surplus / deficit for the year | 29,238 |

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.

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 Out of School Hours service and hire of facilities agreements with other services. These school and community funds were used in 2019 to purchase additional furniture for more future-focused learning environments, purchase digital technology resources and continue the upgrade of the school environment. The balance carried forward will be used for a number of capital works in 2020 including completion of the classroom upgrades, installation of air conditioning in classrooms, further playground upgrades, landscaping and upgrades to the hall.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 129,815 |
| Equity Total | 152,042 |
| Equity - Aboriginal | 7,988 |
| Equity - Socio-economic | 6,078 |
| Equity - Language | 28,166 |
| Equity - Disability | 109,810 |
| Base Total | 4,422,137 |
| Base - Per Capita | 151,670 |
| Base - Location | 0 |
| Base - Other | 4,270,467 |
| Other Total | 612,716 |
| Grand Total | 5,316,710 |

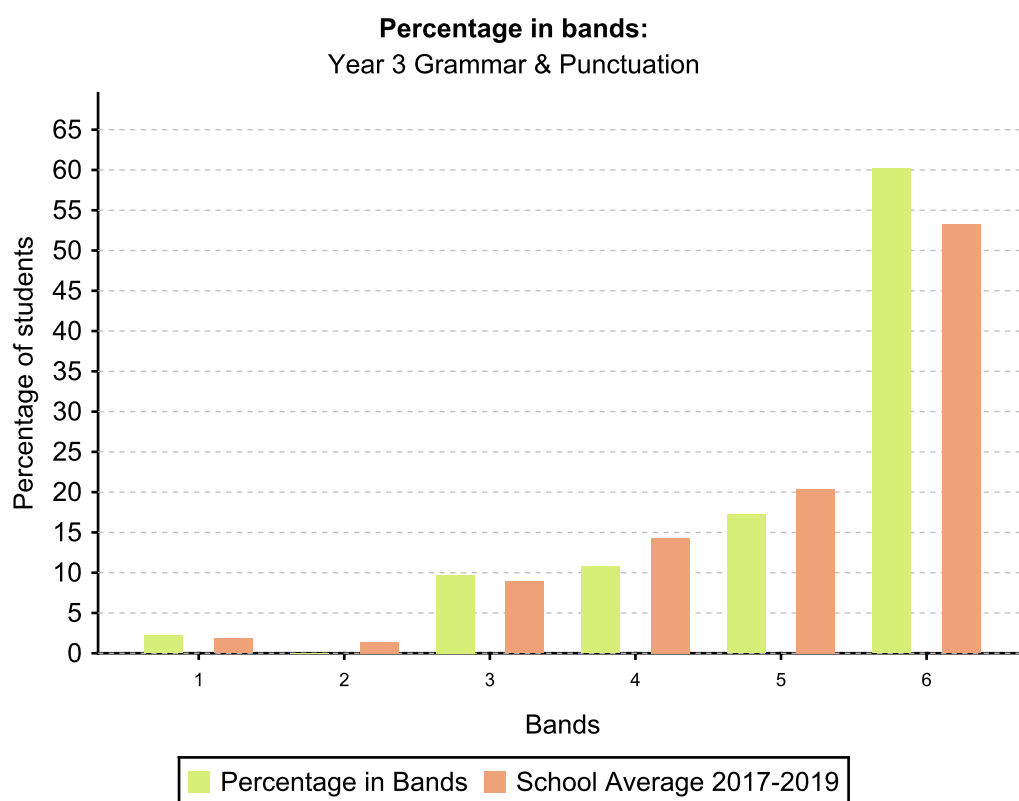
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

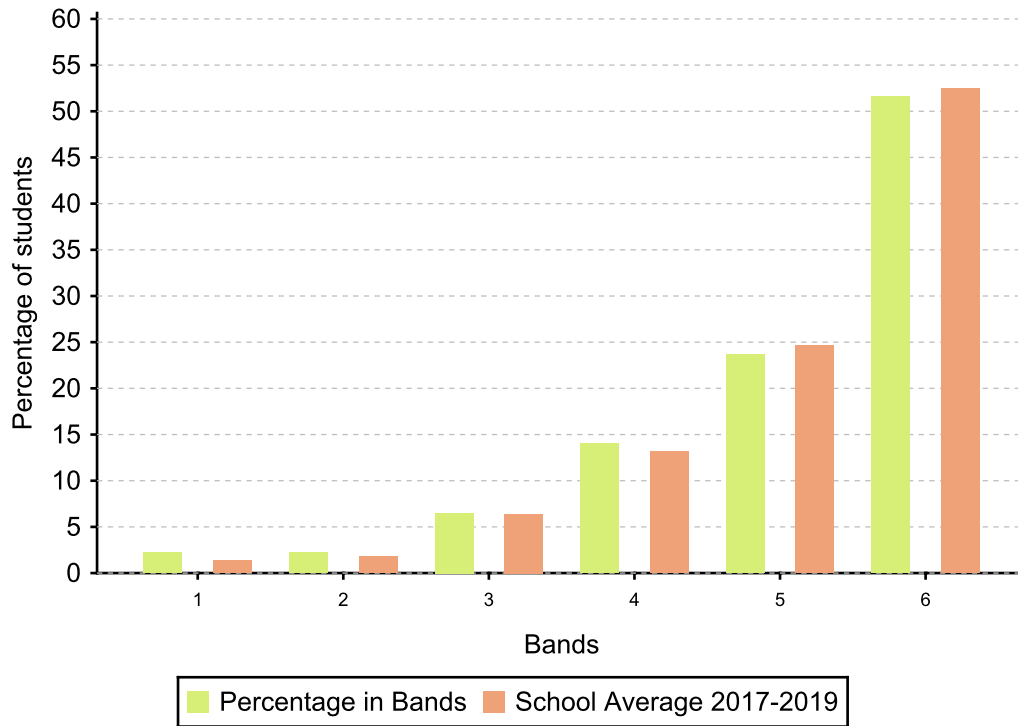
Literacy and Numeracy Graphs



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 2.2 | 0.0 | 9.7 | 10.8 | 17.2 | 60.2 |
| School avg 2017-2019 | 1.8 | 1.4 | 8.9 | 14.3 | 20.4 | 53.2 |

Percentage in bands:

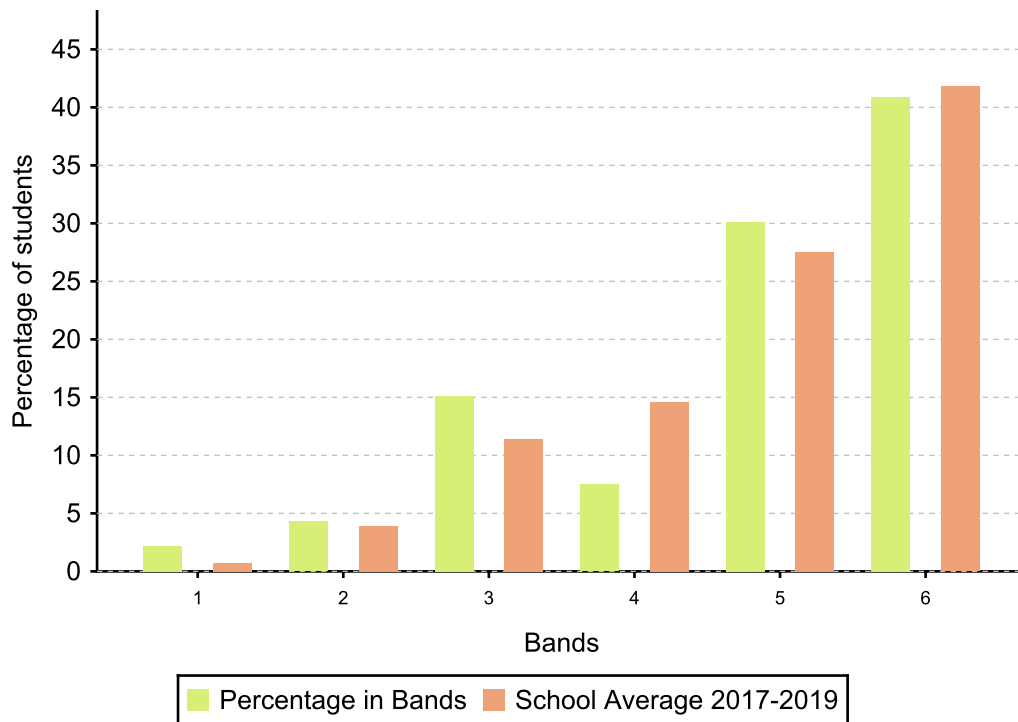
Year 3 Reading



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 2.2 | 2.2 | 6.5 | 14.0 | 23.7 | 51.6 |
| School avg 2017-2019 | 1.4 | 1.8 | 6.4 | 13.2 | 24.6 | 52.5 |

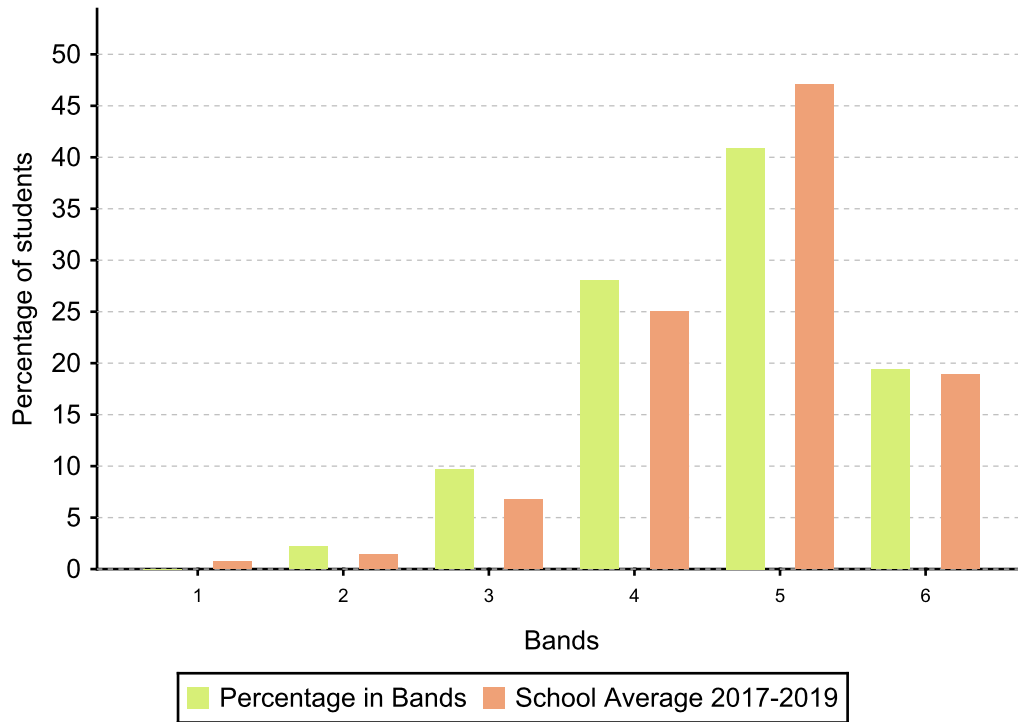
Percentage in bands:

Year 3 Spelling



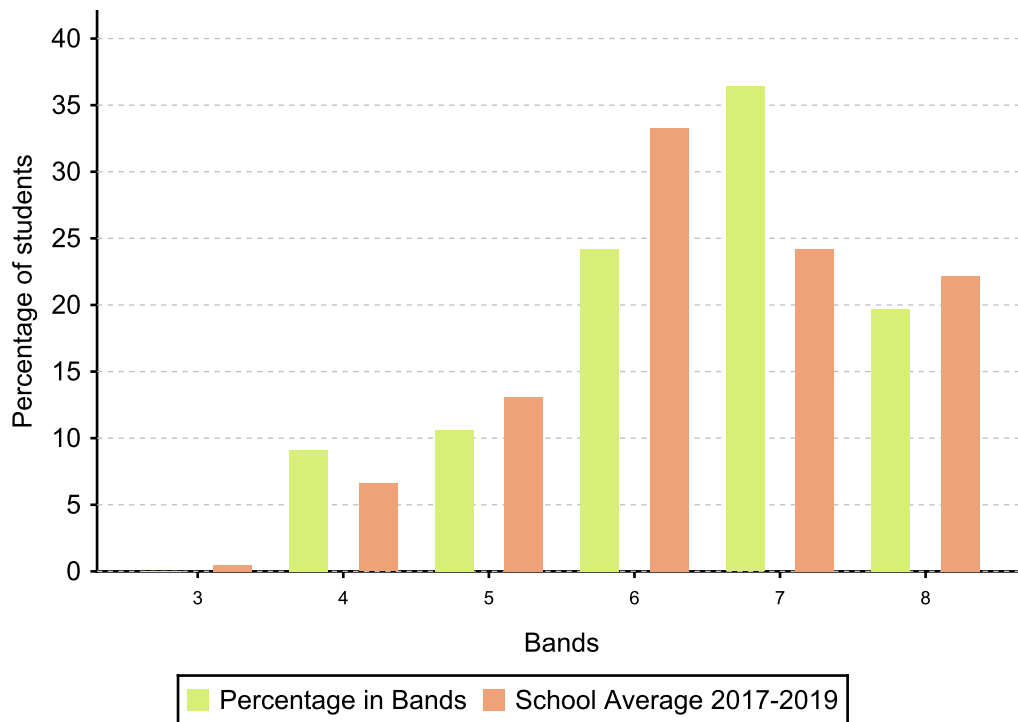
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.2 | 4.3 | 15.1 | 7.5 | 30.1 | 40.9 |
| School avg 2017-2019 | 0.7 | 3.9 | 11.4 | 14.6 | 27.5 | 41.8 |

Percentage in bands:
Year 3 Writing



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 2.2 | 9.7 | 28.0 | 40.9 | 19.4 |
| School avg 2017-2019 | 0.7 | 1.4 | 6.8 | 25 | 47.1 | 18.9 |

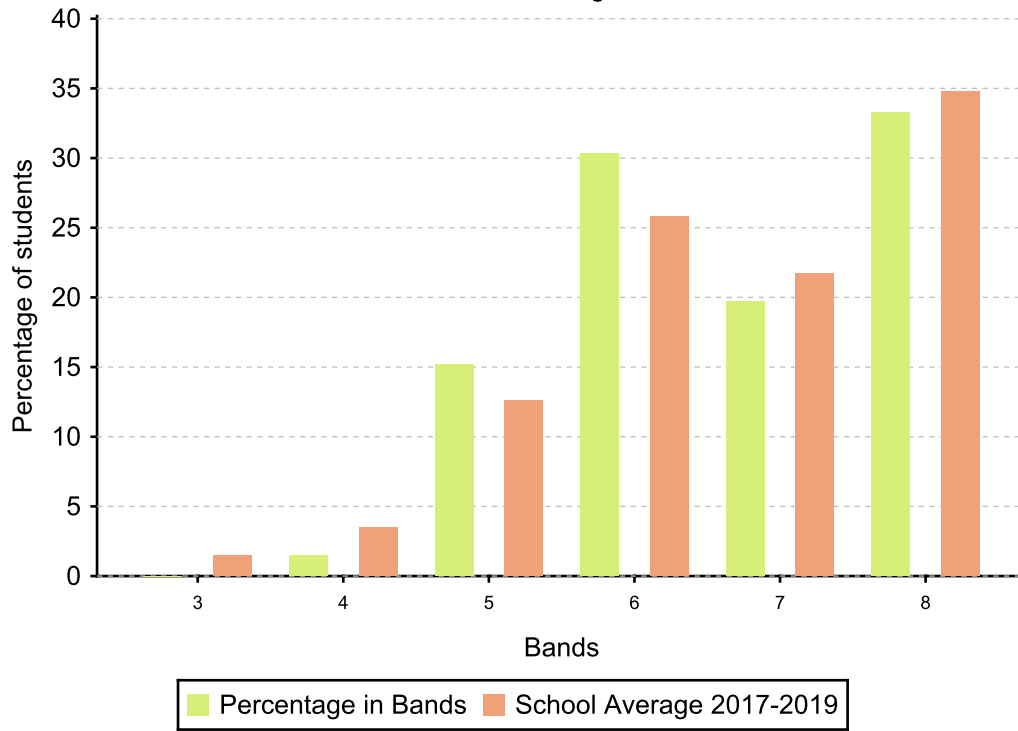
Percentage in bands:
Year 5 Grammar & Punctuation



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 9.1 | 10.6 | 24.2 | 36.4 | 19.7 |
| School avg 2017-2019 | 0.5 | 6.6 | 13.1 | 33.3 | 24.2 | 22.2 |

Percentage in bands:

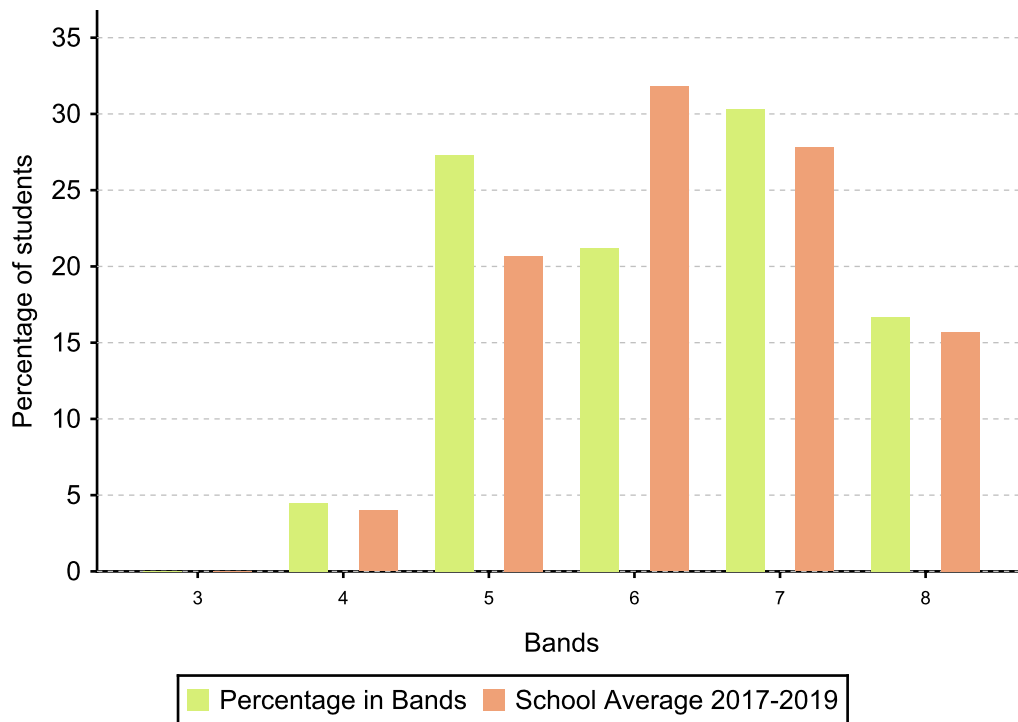
Year 5 Reading



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 1.5 | 15.2 | 30.3 | 19.7 | 33.3 |
| School avg 2017-2019 | 1.5 | 3.5 | 12.6 | 25.8 | 21.7 | 34.8 |

Percentage in bands:

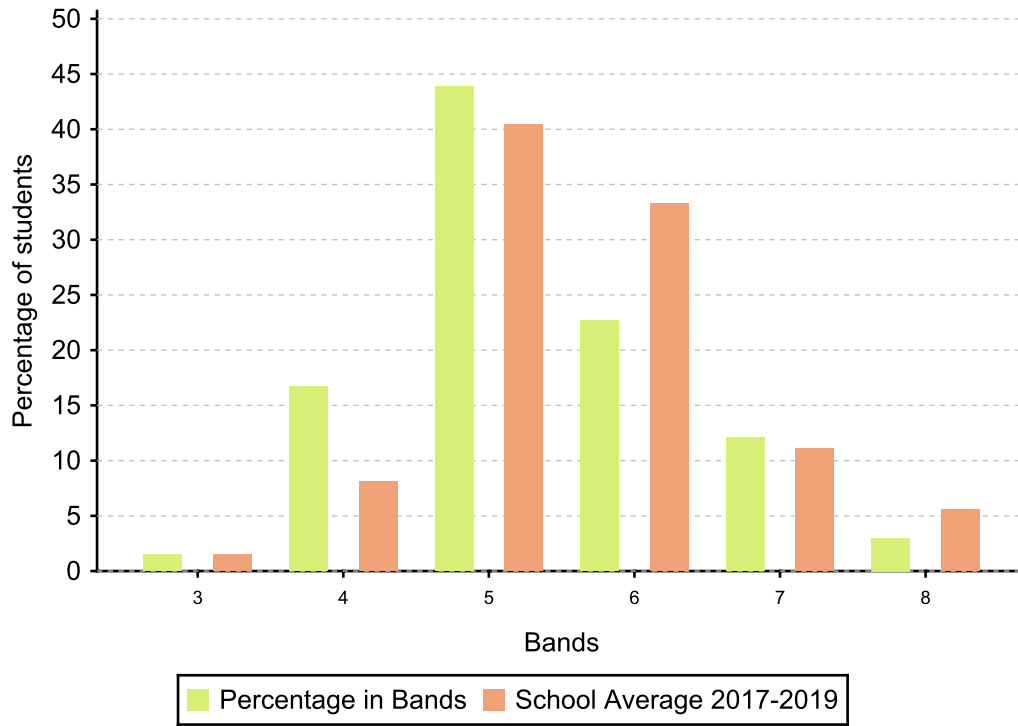
Year 5 Spelling



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 4.5 | 27.3 | 21.2 | 30.3 | 16.7 |
| School avg 2017-2019 | 0 | 4 | 20.7 | 31.8 | 27.8 | 15.7 |

Percentage in bands:

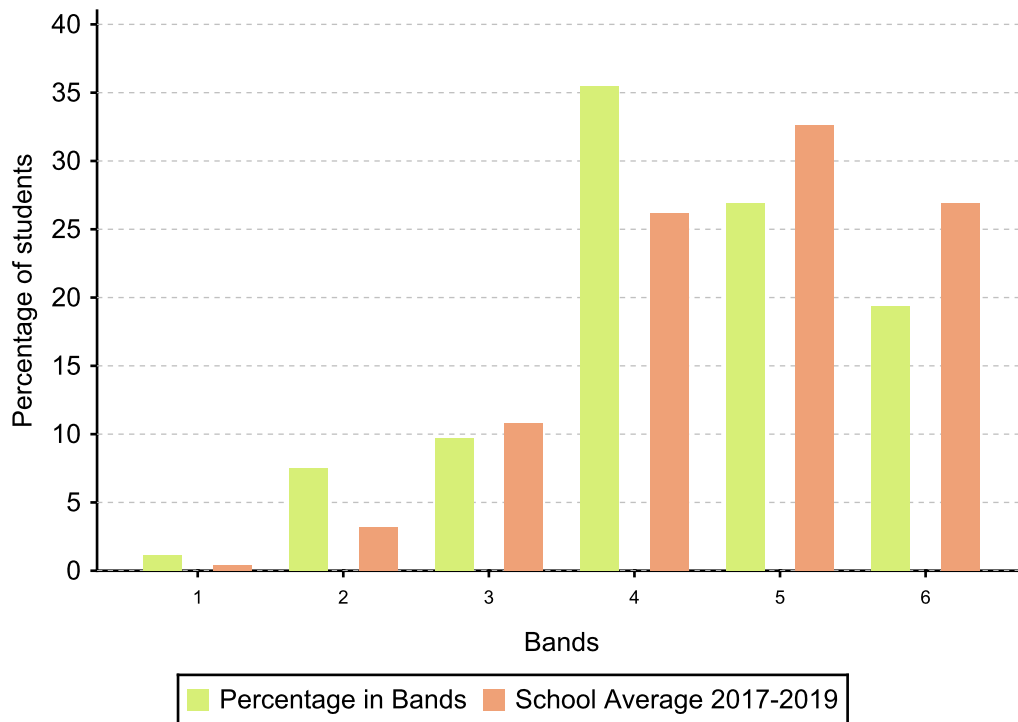
Year 5 Writing



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 1.5 | 16.7 | 43.9 | 22.7 | 12.1 | 3.0 |
| School avg 2017-2019 | 1.5 | 8.1 | 40.4 | 33.3 | 11.1 | 5.6 |

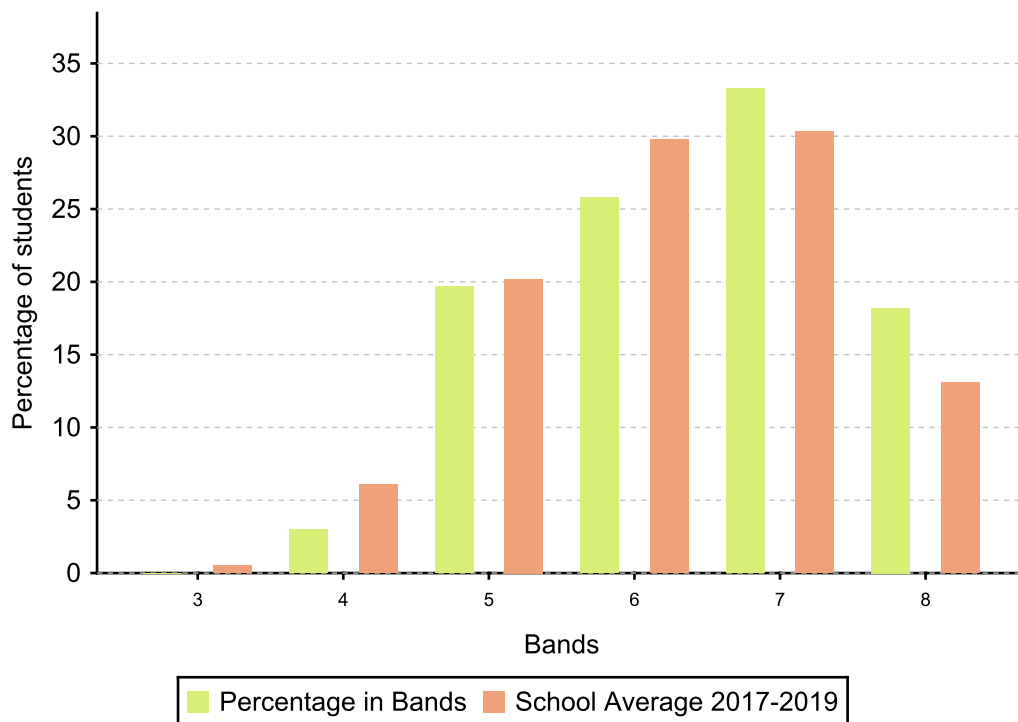
Percentage in bands:

Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.1 | 7.5 | 9.7 | 35.5 | 26.9 | 19.4 |
| School avg 2017-2019 | 0.4 | 3.2 | 10.8 | 26.2 | 32.6 | 26.9 |

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 3.0 | 19.7 | 25.8 | 33.3 | 18.2 |
| School avg 2017-2019 | 0.5 | 6.1 | 20.2 | 29.8 | 30.3 | 13.1 |

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.

In 2019, 94 Year 3 students completed NAPLAN Literacy. In all areas of Literacy our students performed significantly above other students in the state of NSW, and we increased the number of students achieving in the top two bands in Grammar and Punctuation. 77% of students achieved in the top two bands for Grammar and Punctuation, an increase of 7% from 2018. Performance in Spelling demonstrated 71% of our cohort achieving in the top two bands and 75% of students achieving in the top two bands in Reading. However, the performance of Rozelle students was slightly below that of our similar schools' group in Reading, Writing, Spelling, Grammar and Punctuation and significantly below our similar schools' group in Numeracy.

In 2019, 68 Year 5 students completed NAPLAN Literacy. In all areas of Literacy, except in writing, our students performed well above other students in the state of NSW. The performance of students in Grammar and Punctuation and Numeracy was pleasing, with 56% of students achieving in the top two bands for Grammar and Punctuation and 51% for Numeracy, an increase of 26% and 15% respectively. This was higher than the percentage of students in the top two bands in 2018. 15% of students achieved in the top two bands in Writing and 47% in Spelling, which was slightly below our similar schools' group. Somewhat disappointingly, Year 5 student performance in Reading was not as strong as our performance in 2018 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. A more positive result was that only 1.5% of students achieved in the bottom two bands in reading.

Parent/caregiver, student, teacher satisfaction

Parents, teachers and students in Years 4, 5 and 6 participated in the Tell Them From Me surveys. 169 students completed the survey. The high results achieved last year were maintained in 2019 with additional growth in six of the nine social–emotional measures. The most noticeable growths were a 3% improvement in students placing higher value on school outcomes and a 13% improvement in students describing positive homework behaviours. 92% of students report positive relationships at school (7% above NSW average) and 94% of students describe positive behaviours at school (11% above NSW average).

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 except for the incidences of bullying which fell by 14% which is 11% below the NSW state average. The other seven drivers were in line with state averages.

Further analysis of these results show a significant shift in behaviour has been made by our boys with 97% reporting positive relationships at school in 2019 (compared to a state average of 83%). Girls continue to report high levels of positive relationships (88% which is the same as the NSW average). 96% of girls demonstrate positive behaviours at school (5% above the state average) and 91% of boys (16% above NSW average). In addition, there has been a positive shift in student satisfaction with learning with a 5% increase reported for opportunities that provide a high skill and high challenge level. This encouraging increase was also reflected in 73% of students aspiring to attend university in later life.

30 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 they are well–informed about school activities and that written information from the school is clear and written in an understandable language. They strongly feel that the school supports positive behaviour, that teachers encourage students to do their best work and that children are clear about the rules for school behaviour.

13 teachers completed the survey, which is an extremely low response rate. 61% of teachers believe that "school leaders are leading improvement and change", 79% reporting that they "work with school leaders to create a safe and orderly school environment" and 53% report that "school leaders have helped to create new learning opportunities for students". Teachers reported higher than state average levels of learning culture, teaching strategies, inclusivity and parent involvement. Data informing practice, leadership and technology scored below the state average. In general, teachers scored highly for criteria on student expectations for learning, using a wide variety of teaching strategies, behaviour expectations in classrooms and including students with special learning needs.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

As 2019 was the 'International Year of Indigenous Languages' all classes were named accordingly. Every Friday a class assembly item was presented to the whole school which was based on a specific language group e.g. Bundjalung. Topics such as Country, Place, Culture and People were also shared. Our unique Acknowledgement of Country marks each weekly assembly and Aboriginal perspectives are delivered during our Anzac Day, NAIDOC Week and Reconciliation Week assemblies. The Stage 2 and 3 school choirs learned and performed the National Anthem in Dharawal language on several occasions throughout the year. The work of the Indigenous Literacy Foundation was once again a focus for our Book Week book swap with the Aboriginal students and library monitors visiting the Opera House to mark this special occasion. Students learned about the disadvantages experienced in remote communities and the importance of the need for more equal access to literacy resources. The book swap raised significant funds for this worthwhile charity. Aboriginal perspectives were embedded into the Stage 2 Conceptual Units of work and taught to the Year 4 classes. These lessons began with an acknowledgement relating to the Wangal land and its' culture and people. These lessons were taught cooperatively with the Aboriginal Education teacher and the Year 4 class teachers. The Aboriginal Education teacher attended further professional learning at Sydney University and purchased a comprehensive Stage 2 learning pack 'Our Land, Our Stories' written by AIATSIS.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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' well-being and resilience program.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

At Rozelle Public School, all teachers recognise and respond to the inclusive school culture that celebrates the diverse cultural backgrounds of the whole school community. Multicultural perspectives are strongly embedded in the units of inquiry taught as part of the conceptual units of work and classroom teachers work alongside the Learning and Support team and EAL/D teachers, to ensure that individual student needs are identified and addressed. Harmony Day was once again well supported by the school community allowing an opportunity for activities that focused on celebrating the diversity of cultures and family backgrounds.