

# Rosehill Public School

## 2019 Annual Report



7444

## Introduction

The Annual Report for 2019 is provided to the community of Rosehill 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.

### School contact details

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### Message from the principal

In 2019, Rosehill Public School has continued to demonstrate a strong focus on learning where continued improvements to build a safe learning environment where all students can connect, thrive and learn has underpinned the work of the school community. Through a supportive staff who afford students with a range of additional curriculum provisions to support learning, the school has further developed practices in 2019 that focus on the analysis of data to support and enhance learning for students.

In 2019, many new staff joined the team and a new look executive was formed. Our pursuit of growth for every student P–6, community spirit and efficacy, along with our dedication to preparing our students for the challenges of our future, has inspired the motto of our current school plan: *'Fostering Thoughtful and Resilient Learners'*

In staying true to our motto, the school community has relentlessly worked together to build our students' capacity, from Preschool to Year 6, to drive their own learning. Teachers have supported all of our students to build on their strengths and work with their areas for development with a growth mindset and a tenacious, resilient attitude to their learning. We have supported our students to identify priorities, and critique their own and peers' learning, to build class learning communities that are focused on personal best and excellence.

## School background

### School vision statement

Rosehill Public School provides a dynamic, meaningful and flexible learning environment that fosters successful student, teacher and collaborative community learning partnerships in our changing world. At Rosehill Public School we maintain a culture of care, respect and personal best. Students and teachers work together, with resilience and a growth mindset, to ensure strengths are recognised and celebrated.

### School context

Rosehill Public School has approximately 720 K–6 students and 80 part time preschool students and caters for the needs of a culturally diverse community with high aspirations for their children's learning success. The school is organised into stage and grade based learning teams led by a dedicated and skilled executive team.

Explicit, personalised and differentiated teaching in literacy and numeracy, underpinned by strong implementation of current research into effective teaching and its impact on learning, are focus areas in our school. Curriculum implementation in the Key Learning Areas is informed by teaching practice that is evidence-based. Relevant, real world learning opportunities, integrating curriculum to support meaningful engagement, has led to transformation of classroom practice.

Rosehill Public School provides opportunities that promote and celebrate diversity in teacher, student and community leadership.

Our school community holds high expectations for our students. Quality teaching and learning is the uncompromising focus of the school. School directions are collaboratively developed and evaluated and teachers are actively engaged in best practice professional learning.

Our parent and broader community highly value education and opportunities for student leadership and the school has a very committed and hard-working Parent Group who complement the educational and cultural experiences at the school and beyond.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Quality, responsive teacher practice.

### Purpose

Teachers provide differentiated learning experiences tailored to student needs that are data driven and challenging.

### Improvement Measures

All teacher programs have evidence of differentiation.

All teachers using learning data for student learning improvement. Teachers analysing SMART data to improve NAPLAN results and increase performance in the top 2 bands.

The Tell Them From Me student survey indicates that 80% of students feel learning is challenging.

Classroom Walkthroughs data evidences embedding of evidenced based professional learning.

### Progress towards achieving improvement measures

#### Process 1: Process 1

Professional learning and research is systematically evaluated and promoted, with the most effective future ready pedagogies, such as passion-based projects and PBL, embedded in programs.

Evaluation	Funds Expended (Resources)
<p>TTFM data shows over 80% of students were engaged and challenged with their learning in general</p> <p>Teachers confident to program and implement effective strategies to teach the 4C such as STEM &amp; PBL in all stages / PBL – All stages in 2019 involved in PBL showcase/STEM showcase</p> <p>94% of students said that PBL has positively impacted their engagement at school (Engagement = Learning)</p> <p>100% of Parents felt that PBL positively affected their child's engagement at school</p> <p>97% of teachers stated that PBL has positively impacted student engagement and learning including the 4 C's</p>	<p>PLAN data and Data Analysis.</p> <p><b>Student assessment results.</b></p>

#### Process 2: Process 2

Team-based collaborative practice to support the use of data to identify strategic priorities and implement plans for continuous improvement..

Evaluation	Funds Expended (Resources)
<p>All Year groups achieved &gt; than or = to 83% and above on our Semester 2 report analysis in English (as opposed to only 78% in 2018)</p> <p>All Year groups achieved &gt; than or = to 80% as seen in Literacy PLAN data (average of all clusters) (as opposed to only 71% in 2018)</p> <p>All Year groups achieved &gt; than or = to 82% and above on our Semester 2 report analysis in Mathematics. (as opposed to only 77% in 2018)</p> <p>All Year groups achieved &gt; than or = to 83% as seen in Mathematic PLAN data (average of all clusters) (as per 2018)</p>	<p>Plan data and Data Analysis</p>

**Progress towards achieving improvement measures**

Kindergarten Achieved 96% in Literacy and 97% Numeracy	
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## Strategic Direction 2

Students as leaders of their own learning

### Purpose

The school supports students to be engaged learners by building their capacity to lead their learning.

### Improvement Measures

The TTFM student survey indicates student improvement in their capacity to lead their own learning.

Student data indicates they are bumping up their learning and monitoring their learning growth, with a minimum of 80% of students performing at or above their grade level in literacy and numeracy.

TESA tool evaluation of the student voice aspect has an upward trend.

Learning goals are embedded in all classrooms at stage, class and student level, evidenced by Classroom Walkthrough data analysis.

### Progress towards achieving improvement measures

#### Process 1: Process 1

Authentic embedment of Assessment For Learning practices, visible learning, goal setting, learning co-creation and critiquing for effective feedback and feed forward at all levels.

Evaluation	Funds Expended (Resources)
All stages have completed showcases of learning. Parent Feedback from showcase gathered. 100% of parents surveyed said they felt that PBL was beneficial for student learning. 70% of student's parents attended the ES1 Showcase.	

#### Process 2: Process 2

Create experiences and events to support sharing of learning, including digital platforms, whilst creating opportunities for students to record their progress.

Evaluation	Funds Expended (Resources)
Evaluation of Classroom Walkthrough data show evidence of AFL strategies in all classroom across the school and some examples of student voice, however as we move into our final year of our school plan, it was agreed that a refresher across the school of AFL strategies and student voice and choice strategies was needed with all staff especially new staff in 2020.	

#### Process 3: Process 3

Implement evidence-based whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning plays an essential role in fostering the wellbeing of all students at Rosehill Public School. Through this framework and other wellbeing initiatives, Rosehill Public School aims to develop the whole child to enhance their quality of life.  Strategic Direction 2 of the 2018–2020 School Plan outlines the vision of a whole-school, evidence based practice to advocate for student wellbeing and increased student engagement. Positive Behaviour for Learning continued to	

## Progress towards achieving improvement measures

go from strength to strength in 2018, following extensive consultation with students, staff and community members. This was done through multiple student surveys, parent meetings, staff TPL sessions and online surveys, to gain valuable input from all stakeholders at Rosehill Public School.

Analysis show that the percentage of students across the school with a positive sense of belonging and positive relationships were above the NSW Govt Norm. Our students displayed high Institutional Engagement with 97% of our students valuing school outcomes. 85% of our students feel accepted and valued by their peers and others 4% great than the NSW Govt Norm. 89% of our students do not get in trouble at school for disruptive or inappropriate behaviour. 6% greater than the NSW Govt Norm.

These results were pleasing however we noticed variations in our school results from our first semester TTFM data. Reflection highlighted the major changes across the school as maybe being one reason for the variance. Future plans to focus on reinforcing PBL practices and develop rigorous data collection and reflection will be focused in 2020.

## Next Steps

Refresher of AFL strategies implemented

Possible Teach Meet format of experienced AFL teachers sharing their strategies.

Stage expectations set around goal setting and use of AFL strategies in the classroom.

Whole school refresher of PBL, or look at training a new group of teachers.

Look into running PBL training at Rosehill with David Price.

Expand the use of Seesaw to the Seesaw Schools platform to support students sharing their learning with their parents.

Have teachers trained as Seesaw Ambassadors to run TPL at school.

## Strategic Direction 3

### Inclusive Learning Partnerships

#### Purpose

Continue to grow a globally connected school community where relationships are enhanced and inclusive.

#### Improvement Measures

Minimum of 90% of parents and carers accessing Seesaw, School eNews app and the school website.

Survey data reflects an increase in parent satisfaction regarding quality of information provided through online platforms.

Increased attendance data at parent professional learning/initiatives.

Survey data reflects an increase in staff satisfaction regarding quality of TPL opportunities provided, including professional community networks.

#### Progress towards achieving improvement measures

##### Process 1: Process 1

Build parent engagement by using best practice to embed a culture of high expectations, and cater for the community through parent professional learning, initiatives and online communication tools.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Split nights into 2 sessions (K session and 1–6 session) based on feedback from staff. K session focused on adjusting to school and routines, a large number of parents were in attendance and many stayed back for the question and answer session. 1–6 session more about school plan and learning – there were approximately 100 parents in attendance.</li><li>• Split into an evening and morning session to ensure more parents could attend. 80 parents attending afternoon session and 30 parents attending the morning session. Parents expressed they understood the composite class structure and were happy to have their child in a composite class.</li><li>• 30 parents attended the parent group meeting. This was less than anticipated, but it was a rainy day. Parents were very happy with the progress of the new build and the appointment of the new principal – there were many insightful questions from parents about the new Principal's vision for the school.</li><li>• There was a decline in the driver of positive learning climate scores as well as a spike in students stating they were the victim of or had witnessed bullying at school. As a result the PB4L team will be looking at various interventions to improve this result for 2019/2020.</li></ul> <p>*Parents indicated that they were using the language of PB4L in the home and it was having a positive impact. *Parent feedback on future workshops indicated interest in parenting classes, support in understanding the Australian schooling system, support in applying for selective high schools and improving their children/s literacy and numeracy skills. Further workshops will be scheduled to address this – we will use the aspiring leaders group as a pool of talent to present to parents. *90 parents in attendance – parents reported that they had a better understanding of reports and no longer had an expectation that their child should be receiving all 'A's. Parent quote: 'Thank you Mrs Rafferty for helping me understand my child's report and giving me some questions I could use with my son to talk about his report'. *Several parents expressed interest in having their child be involved in Ethics classes. 3 parents volunteered to take on the training to be Ethics teachers. As a result: approximately 60 students participate in Ethics classes with 3 Ethics teachers (all of whom are parents or grandparents of students at RPS).</p> <ul style="list-style-type: none"><li>• 85 parents attended session – feedback was very positive and parents felt</li></ul>	<p>Casual relief for presenters, slide show, laptop, clicker, parent sign on, hall booking,</p> <p>Survey results.</p>

## Progress towards achieving improvement measures

informed. One parent commented "Thank you Mrs Stubis for sharing your knowledge. I feel more confident now reading with my child at home". Discussions around implementing this presentation at the commencement of the 2020 school year has been discussed with SD3 leaders. The establishment of SD3 team in 2019 aided the Increase from 88 parents completing TTFM survey in 2018 to 178 in 2019. More staff were available before and after school to provide parents with support and guidance to complete the survey successfully. Approximately 60 parents attended open session of the new build – feedback was positive. Parents and students expressed their excitement at their children moving into the build. Parents provided positive feedback on school welfare and PB4L strategies already in place. It also provided clarification to those who were unsure of procedures already in place.

### Process 2: Process 2

The leadership team builds processes for teachers and leaders to share learning, establishing a professional learning community focusing on continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Aspiring leaders projects showed strong impact through the improvement of student outcomes.</p> <p>QTSS timetabling has focussed on school NAPLAN focus areas and beginning teacher support. Beginning teachers have found the support and mentoring particularly early in the year extremely beneficial.</p> <p>All Strategic direction teams have met regularly to drive milestones and established ongoing goals for the year</p> <p>Staff report a deep understanding of the SEF and have worked in teams to establish evidence sets for external validation.</p> <p>Cooperative planning days occurred termly with a focus on creating quality teaching and learning programs that focussed on meeting the school strategic directions. These are collaboratively run within Stages</p> <p>All teams demonstrated evidence of NAPLAN focus areas in planning and programming the program auditing and cooperative planning days. Data was collected termly on the focus areas and analysed by executive staff. This was then shared back to grade/stage teams by supervisors.</p> <p>1. TeachMeet 2019 had 20 different presentations with 31 presenters from 3 schools. Staff members attending were given free-choice on which presentations they wished to attend based on their own interests. This allowed for high engagement and involvement.</p> <p>2. Survey data was overwhelmingly positive about continuing with TeachMeet in 2020. Exposure to new programs, sharing staff knowledge and expertise allowed audience to take away key ideas and implement strategies into their own classrooms. One staff member commented "Anna Armstrong's presentation on Growth Mindset was one of the best presentations on the night. She clearly does a great job at implementing this with her class. I'd really like to try it in my own classroom</p>	<p>Aspiring leaders allocated off class time/ mentoring time in timetable</p> <p>QTSS/Instructional Leaders timetable created</p> <p>K AP off class in EAL/D and IL Role. S3 AP off class 3xdays in IL role. All APs 1 day per week QTSS</p> <p>SEF, self assessment</p> <p>Accessibility to technology for presenters and adequate room space</p> <p>Determination of roles within the team, \$250 (per school) food budget, chocolates and certificates for presenters, sign-on sheets, adequate technology</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2004	<p>Strategic implementation within all 7 Key Initiatives has resulted in the following results which demonstrates outstanding combined impact:</p> <p>All Year groups achieved &gt; than or = to 83% and above on our Semester 2 report analysis in English (as opposed to only 78% in 2018)</p> <p>All Year groups achieved &gt; than or = to 80% as seen in Literacy PLAN data (average of all clusters) (as opposed to only 71% in 2018)</p> <p>All Year groups achieved &gt; than or = to 82% and above on our Semester 2 report analysis in Mathematics. (as opposed to only 77% in 2018)</p> <p>All Year groups achieved &gt; than or = to 83% as seen in Mathematic PLAN data (average of all clusters) (as per 2018)</p> <p>Kindergarten Achieved 96% in Literacy and 97% Numeracy</p> <p>There are very few Aboriginal students at Rosehill Public School. Funds were used to assist students with learning and attendance programs and implementation of PLPs.</p>
<b>English language proficiency</b>	\$386649	<p>This amount includes salaries of 3.6 EALD teachers. Extra funds were applied to additional EALD time in classes. Additional support for EALD students. In class identification and tailored EALD intervention to support students, in conjunction with the NAP program. Additional support for refugee students.</p>
<b>Low level adjustment for disability</b>	\$213325	<p>This amount includes the salary of 1.2 LAST teachers. Additional funds were expended to add SLSO support time in class for targeted students. SLSO support for identified students. IEPs implemented in class. Identified students had daily adjustments to their class programs. The LST teacher prioritised student support and collaboratively built IEPs, PLPs and BMPs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$136917	<p>Executive staff were allocated weekly time to assist class teachers with shoulder to shoulder support to use data for learning growth, build teaching capacity and develop their PDP goals.</p>
<b>Socio-economic background</b>	\$37078	<p>Additional support for Early Intervention in Kindergarten through the provision of an additional teacher to support early literacy development. Data indicated that 96% of students were achieving at or above stage outcomes in Literacy.</p>
<b>Support for beginning teachers</b>	\$50928	<p>Beginning Teacher allocations were used for extra time to plan and program and additional</p>

<b>Support for beginning teachers</b>	\$50928	support from mentors and executive to develop PDP goals.
<b>Targeted student support for refugees and new arrivals</b>	\$2043	Refugees and New Arrival students were given additional EALD support to implement small group and targeted learning intervention and emotional support programs.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	329	362	358	356
Girls	301	316	356	362

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	93.3	91.9	93.2
1	94.7	92.5	92.2	92.4
2	94.7	93.8	93.1	93.8
3	95.1	93.5	93.3	92.5
4	94.8	93.6	92.6	94
5	93.5	94.8	92.8	93.8
6	94.9	93.5	93.6	93.6
All Years	94.7	93.5	92.7	93.3
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

### 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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.95
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	6.67

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 (\$)
<b>Opening Balance</b>	795,163
<b>Revenue</b>	6,949,066
Appropriation	6,627,986
Sale of Goods and Services	104,692
Grants and contributions	205,669
Investment income	5,220
Other revenue	5,500
<b>Expenses</b>	-6,927,758
Employee related	-6,411,752
Operating expenses	-516,006
<b>Surplus / deficit for the year</b>	21,309

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.

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	51,560
<b>Equity Total</b>	639,055
Equity - Aboriginal	2,004
Equity - Socio-economic	37,078
Equity - Language	386,649
Equity - Disability	213,325
<b>Base Total</b>	4,876,356
Base - Per Capita	172,084
Base - Location	0
Base - Other	4,704,272
<b>Other Total</b>	871,574
<b>Grand Total</b>	6,438,545

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Positive partnerships between parents, staff, students and the broader community are central priorities of Rosehill Public School, as evidenced in our school code – "We always care". The school worked tirelessly to form and maintain positive, respectful relationships with parents and the community to connect all stakeholders to the learning and teaching of the students. Our school actively invited and encouraged involvement from the parent community in school life in 2019. The school community is committed to ensuring that all students make learning progress. The structure of the Parent Group being a joint partnership between staff and parents/caregivers provided a highly-effective structure to ensure the unity of needs and aims of the staff and parent community to support student learning. The expertise of teachers was drawn on by the leadership team, who provided staff members with a platform at Parent Group meetings to deliver professional learning to parents based on identified needs. These sessions enabled parents to understand what and how their children are learning at school, and were supported in simple and practical ways to enhance their child's learning at home. The use of the school app, supported the streamlined processes to support parent engagement. This evidence supported our judgement of Sustaining and Growing in the Learning domain of Learning Culture and in the Leading domain of Management Practices and Processes.

The 'Tell Them From Me Student and Parent Surveys' were used to seek the opinions of the community regarding satisfaction. 235 students in grades 4–6 were included and 88 parents completed the survey in 2018. Classroom Walkthrough Data was used to assess teachers' development of core school professional learning foci.

### Student Satisfaction

Rosehill Public School students indicate they are motivated learners and apply significant effort at school. They recorded a score of 8.4– exceeding the state score of 8.2 In the category of 'Effective learning time', students indicated important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Rosehill students' score was 8.5, state–7.9 In the category of 'Relevance', students find classroom instruction relevant to their everyday lives. Recording 8.5, state–8.2 In the category of 'Rigour', students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. They scored 8.6 compared to the state score of 8.4 for Positive teacher–student relations; students feel teachers are responsive to their needs and encourage independence with a democratic approach.

### Parents

Parents feel welcome 7.5 compared to state 7.4. I can easily speak with my child's teacher being the highest category with a score of 8.2. Parents are informed 7.1 compared to state 6.6. Parents support learning at home 7.3 compared to state 6.3. Encourage your child to do well at school scored 8.1 and praise your child for doing well at school. 8.3. Take an interest in your child's school assignments scored 7.9. School supports learning 7.3 compared to state 7.3. School supports child's behaviour 7.9 –state 7.7. Safety at school 7.8 compared to state 7.4.

### Teachers

As a school, our professional learning practices are embedded. Data indicates: Most students are clear about what they are trying to learn. Many students are clear about the success criteria and can, with support, use these to judge the quality of their own and each others' work and identify how best to improve it. As a school, we are working towards students routinely determining and using their own success criteria to improve. In paired or group discussions most students contribute and learn from each other. Writing data has a significant upward trend due to quality teaching practice being embraced by most staff. Professional learning in relation to Assessment for Learning and Focus on Reading has been enthusiastically embraced by staff and its impact is impressive. Leadership scored 7.8 compared to state 7.1. Quality Feedback scored 7.3 compared to state 7.3. 92% of teachers believe that school leaders are leading improvement and change with 8% answering Neither Agree nor Disagree. 100% of staff believe that school leaders clearly communicate their strategic vision and values for the school.

## 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.

### 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.

### 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.