

2022 Annual Report

Rose Bay Public School



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Introduction

The Annual Report for 2022 is provided to the community of Rose Bay 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 Strategic Improvement 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

2022 was a fabulous year of reconnection. After the COVID disruptions, families were welcomed back onto school grounds. Throughout the year the school connected with the community by holding many events including: a welcome morning tea, Education and NAIDOC assembly, a community garden working bee and end of year assemblies and celebrations.

The highlight of the year was the amazing Art Show. This was a demonstration of students' and teachers' curiosity and creativity. Running for five days, students became artists who exhibited their artwork in an official 'Art Show'. It not only boosted students' wellbeing, but it also connected our whole community and 'wowed' everyone. The Art Show demonstrated the dedication and commitment of our staff, who gave up many hours to ensure it was a success for our students.

A connected community is one where children flourish, and they did. Rose Bay continued to demonstrate excellent results in NAPLAN. Whilst it is one set of data which records a snapshot of students' learning in time, it reflects our teachers' professionalism and expertise in providing quality learning experiences that support and challenge students to strive for excellence. Teachers know their students; know how they learn and differentiate the curriculum to target learning within a student's challenge zone. The school's internal data demonstrated strong student growth in literacy and numeracy.

Wellbeing is integral to learning and is at the core of all that we do. After the COVID disruptions, wellbeing was strengthened across the school with a trial of the 'Grow Your Mind' program to enhance students' mental health. This program is engaging and uses evidence-based, positive strategies to promote wellbeing. After receiving positive feedback, it will be implemented for all students Kindergarten - Year 6 in 2023.

Our school's success is underpinned by a highly professional teaching team who participate in evidenced-based, high impact professional learning (HIPL) each year. In 2022 there was a focus on numeracy, data literacy and student engagement. In data literacy, teachers used numeracy and literacy data to identify next steps in learning and differentiate teaching and learning for all students. Student engagement was enhanced as we established a partnership with the 4C Transformative Learning company who provided HIPL. Teachers deepened their understanding of the importance of student learning dispositions, communication, collaboration, creativity and critical reflection.

Rose Bay Public School's strong community partnerships were demonstrated with the whole school funding of new playground equipment. RBOOSH, the P&C and a school fundraiser combined to enable this project. The P&C have a strong relationship with the school. Throughout the year they strengthened the sense of community by introducing a new look class parent program and by holding many events. We look forward to continuing this strong partnership in 2023.

Cherie Stone

Principal

School vision

At Rose Bay Public School we strive to provide a high quality educational environment where every student is known, valued and cared for. We aim to work in partnership with the school community to challenge our learners, promote engagement and ensure continual improvement.

Our students will:

- form positive connections, be happy and successful
- become self-regulated, engaged independent learners
- achieve academic success in literacy and numeracy
- be confident, creative and critical thinkers
- capably use digital technologies to support and enhance learning

Rose Bay Public School provides a welcoming, safe and inclusive environment that is friendly, tolerant and respectful. Effective, explicit communication ensures high expectations are shared and achievements are celebrated.

Through a collaborative whole school approach we will continue to demonstrate a strong commitment to continuous improvement, student wellbeing, equity, excellence and public education.

Our school motto, 'Ever Forward', succinctly embodies our school vision.

School context

Rose Bay Public School is located in the Eastern Suburbs and has an enrolment of 469 students. Our school is culturally diverse, 57% of students are from an EAL/D (English as an additional language or dialect) background with Hebrew making up the largest group. The majority of our students come from a middle to high socio-economic background. The school has a FOEI (Family Occupation and Education Index) of 0.

School culture builds individual and collective wellbeing and promotes connectedness, inclusion and school excellence. The school has experienced a high level of academic success and focuses on student growth in literacy and numeracy by embedding research-informed practices that draw on data to drive high-quality differentiated teaching. Student wellbeing and engagement is strengthened by strong co-curricular and sport programs supported by a skilled and enthusiastic staff.

Our staff authentically embed technology to ensure all students approach learning through a critical and creative lens. The school has a strong focus on continual improvement through targeted professional learning (PL) promoting collaborative and evaluative practices.

The school benefits from active partnerships with its community, a supportive and engaged parent body, and a professional and dedicated staff. RBPS is an active member of the long standing Community of Schools in the Eastern Suburbs (CoSIES), which promotes professional collaboration and student opportunities in a range of areas.

Based on the outcome of the situational analysis we have identified three areas of focus for this Strategic Improvement Plan (SIP) which include:

Student growth and attainment - The school is committed to continually enhancing learning outcomes in literacy and numeracy through the use of high quality differentiated learning programs. We will continue to embed best practice formative and summative assessment and ensure effective data driven practices.

Refined teacher practice and collaboration/ Quality teaching - Staff consultation indicated a need for greater collaboration guided by *What Works Best* research. Professional Development Plans will align with structured learning pathways and collaboratively develop teaching and leading goals. Our focus on evidence based, high impact PL will drive best practice and maximise student growth.

Wellbeing - The wellbeing, happiness and engagement of our students remain a priority to ensure that they can connect, succeed, thrive and learn. Data from the Tell Them From Me (TTFM) survey will guide focus areas and the Wellbeing Framework will support us to embed a whole-school approach to student wellbeing.

Community consultation identified a need to strengthen communication so that the whole community feels a true sense of belonging and connection to the school. The school strives to foster a highly connected community that actively participates in supporting and reinforcing student learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for academic success and ensure sustained student growth in literacy and numeracy, we will embed research-informed practices and refine whole school processes for the collection and analysis of aggregated assessment data to drive high-quality differentiated teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Data Informed Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$37,887.00
Professional learning: \$15,000.00
Literacy and numeracy intervention: \$48,267.00
Curriculum Implementation: \$12,341.00
English language proficiency: \$100,186.00
New Arrivals Program: \$23,329.00
Integration funding support: \$65,610.00
Low level adjustment for disability: \$34,990.00
Aboriginal background: \$1,051.00

Summary of progress

Throughout 2022 there was a focus on high impact, evidenced-based professional learning in vocabulary, number and number talks and data literacy. This resulted in a significant increase in literacy and numeracy.

In Literacy, our NAPLAN data illustrated that we are performing well above the state. It indicated that we made significant gains across all strands in Years 3 and 5, with an increase of 7.28% towards our school target. In 2023 there will be a continued focus on literacy skills, with a particular focus on comprehension.

In Numeracy, our NAPLAN data indicated that we are performing well above the state. It indicated that we made significant gains in Years 3 and 5, with an increase of 7.52% towards our school target. In 2023 there will be a continued focus on developing students' numeracy skills.

There was no NAPLAN growth data for 2022 as NAPLAN was not delivered in 2020 due to COVID. Our internal growth data demonstrated strong student growth throughout the year. This data was also used to inform students next steps in learning ensuring that learning was differentiated for all students so that they were academically challenged.

In 2023, the K-2 literacy and numeracy syllabuses will be implemented. This will require scope and sequences to be updated. In 2023 the 3-6 literacy and numeracy new syllabus documents will be released. In Semester 2, our teachers will begin work on preparing for their implementation in 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• To achieve the 2022 system-negotiated target of students in the top 2 bands in reading, we need a minimum 6% increase each year.	There was increase of 7% in NAPLAN scores of students in the top two skill bands for reading.
Achieve the school reading target of 67.27% of students achieving at or above expected growth in NAPLAN.	There was no NAPLAN growth data for 2022 as the NAPLAN assessment was not available in 2020 due to COVID.

<ul style="list-style-type: none"> • To achieve the 2022 system-negotiated target of students in the top 2 bands in numeracy, we need a minimum 5.5% increase each year. 	There was increase of 7% in NAPLAN scores of students in the top two skill bands for numeracy.
Achieve the school numeracy target of 65%of students achieving at or above expected growth in NAPLAN.	There was no NAPLAN growth data for 2022 as the NAPLAN assessment was not available in 2020 due to COVID.

Strategic Direction 2: Refined teacher practice and collaboration

Purpose

To ensure every student, teacher and leader improves, our staff will continually embed reflective and evaluative practices and work in partnership to build collective teacher efficacy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collective Teacher Efficacy
- Instructional Leadership

Resources allocated to this strategic direction

QTSS release: \$65,762.00

Professional learning: \$15,945.00

Summary of progress

Teacher collaboration and efficacy was high throughout the year as teachers collaborated and supported each other through extensive professional learning in data literacy, numeracy and reading. Team teaching was trialed throughout classrooms and student data demonstrated strong growth. Teachers and leaders also visited a school to observe team teaching practices. This will be consolidated and extended to all year groups in 2023. Collective efficacy across schools was strengthened in K-2 as teachers and leaders worked with other schools in the Community of Schools in the Eastern Suburbs (CoSiES) on the new literacy and numeracy syllabus, to develop teaching and learning for 2023.

Instructional leadership development occurred throughout the year for current and aspiring school leaders with high impact professional learning. Leaders completed the 4Cs leadership training and lead the implementation of this across their stage teams. All beginning teachers participated in a mentor program, and two teachers received their next level of accreditation.

Goals for 2023 include: to extend collaboration between physical classrooms with team teaching; consolidate our instructional leadership and leader development programs. We will also continue to broaden our relationships with the schools in the CoSiES network.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• High impact professional learning on data informed practices has an impact on student growth.• Teachers collaborate on professional learning.	Teachers had the opportunity to participate in high impact professional learning on data informed practices. This resulted in teachers identifying next steps in learning, and students being more academically challenged. Teachers collaborated in all professional learning including the 4Cs, who delivered learning on student engagement. Teachers also collaborated as they worked together to complete differentiated professional learning on vocabulary, assessment and the K-2 syllabus.
All teachers collaborate on team teaching. Teachers collaborate on formal lesson observation and feedback processes.	All teachers trialed team teaching throughout the year in different learning areas. A trial on team teaching in Stage 1 of reading was conducted with data indicating a positive impact on students' growth. In 2023 there will be a focus on team teaching across the school. All teachers participated in formal lesson and observations processes throughout the year.
Distributed leadership is strengthened as leaders and aspiring leaders are supported with professional learning	Leadership professional learning was provided by the 4Cs organisation throughout the year. An opportunity was given to aspiring leaders to lead the implementation of new pedagogy across their stages. All leaders were

throughout the year.	also mentored throughout the year. Leaders and aspiring leaders will continue to be supported and mentored in 2023.
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Strategic Direction 3: Wellbeing

Purpose

To foster a positive and supportive environment where every student can connect, succeed and thrive, there will be a planned approach to developing whole school individual growth that supports high levels of wellbeing, engagement and community connection.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Connected Community

Resources allocated to this strategic direction

QTSS release: \$35,254.00

Socio-economic background: \$4,943.00

Per capita: \$132,151.00

Low level adjustment for disability: \$68,953.00

Summary of progress

Rose Bay Public School strives to create successful learners, confident and creative individuals and active and informed citizens. The school uses evidence based programs such as 'You Can Do It', 4C's and in Term 4 conducted a trial on a new mental health program, 'Grow your Mind' to enhance wellbeing and engagement of our students. We build a sense of belonging by encouraging students to make connections with each other and staff. Positive respectful relationships are evident among staff and students.

Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes. During COVID, if a child was absent, teachers would check in and direct them to online activities until they returned to school. A focus on student individual goal setting was embedded into student learning to ensuring that all students are challenged and all adjustments lead to improved learning. All programs are differentiated to cater for all levels of learning from High Potential and Gifted to students with learning challenges.

Rebuilding community connection has been a focus. The school has provided a variety of webinars to provide information regarding how students learn in the classroom. Many events have been organised to include parents so they feel welcome and can form connections with each other and the school. The highlight of the year was the Art show, showcasing student creativity and collaboration with the community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Wellbeing TTFM Wellbeing data (advocacy, belonging and expectations for success) target will reflect an increase to a target of 94.1%.	<p>Wellbeing practices are a focus across the school. We continue to use the You Can Do it Program to develop social and emotion wellbeing. After analysing the data from the TTFM teacher and parent survey, it was identified that there was a need to address student mental health and to develop self regulation strategies for our students. After investigation of different programs, Grow your Mind was chosen as the suitable additional wellbeing program. This was trialed successfully in Term 4. The establishment of playground buddies was another successful program giving our Year 6 students additional leadership opportunities thus supporting all students to experience a lunchtime where they have different choices and activities to engage in with their peers.</p> <p>With the additional focus on wellbeing practices both in the classroom and playground, it has been observed that the students are starting to use the language of our programs, data shows reduced playground incidents. In</p>

<p>Wellbeing</p> <p>TTFM Wellbeing data (advocacy, belonging and expectations for success) target will reflect an increase to a target of 94.1%.</p>	<p>2023 the school will continue to implement the Grow Your mind program across the whole school and plan to include parents in the implementation.</p>
<p>Attendance</p> <p>The school target is 93.3% for students attending >90% of the time.</p>	<p>In 2022 students returned to being required to attend school unless they had to isolate due to having COVID. Our attendance rate remained at 90% with 58.8 % of students attending greater than 90% of the time . This is similar to state and like school data. Attendance was monitored throughout the year by the Learning Support Team and when needed support from the Home school Liason officer was given.</p>
<p>Our school community strives to enhance community connection. 'Parents feel Welcome' data from the TTFM survey will increase to a mean of 7.9.</p>	<p>The school hosted many events to make connection with parents and the school. Events such as information webinars on reading and technology supported the parents understanding of students learning and gave them information so they could be involved in their child's learning. Events such as the sportathon and Art show reinforced a sense of community and parents had the opportunity to build connections with other parents and the school itself. This built a sense of community and celebrated student learning across the Key Learning Areas. The class parent scheme was successful and data showed more parents were involved and informed this year to support fundraising and school activities. The school continues to promote excellence by providing updated brochures and information sessions and tours for prospective parents.</p> <p>Parents feel welcome, included and informed about their child's learning. They feel they have a voice and can reestablish the connection to the school after two years of restrictions due to COVID. The school will continue to consult and provide opportunities for parents to be partners in their child's learning at Rose Bay PS.</p> <p>Through enhancing connections with the school we are building a sense of community. The school will continue to look at ways to inform and connect our parents and community so we can succeed, flourish and grow together.</p>
<p>All students' learning and wellbeing needs are identified.</p> <p>Learning and behaviour plans are reviewed and implemented.</p> <p>All programs are differentiated to meet the personalised learning needs of each student ensuring an uplift in student engagement.</p>	<p>Learning and Support programs were increased this year due to the impact of COVID. The school targeted Year 1 students below benchmarks with Reading support and BEAR programs. Additional staffing was used to support programs for reading and mathematics in Year 1 and 2 enabling small group tuition and team teaching opportunities. The target area for Stage 2 & 3 was mathematics. Groupings were introduced focused on High Potential and Gifted students and targeted students who needed additional support. In addition, SLSO supported students with integration funding and implemented programs such as Multilit to identified students.</p> <p>All students benefited from the additional support with assessment data showing growth in both reading and mathematics. NAPLAN data in numeracy showed significant improvement in the top two bands of numeracy. This support will continue in 2023 with the focus remaining on Stage 1 support and high potential and gifted students.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,329.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing to implement this program to identified students in the beginning and emerging phases. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - in-class EAL/D teacher support - intensive withdrawal support for identified students. - EAL/D teacher making adjustments to the teaching and learning programs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -continuation of EAL/D support within classrooms and withdrawal support where needed - continuation of adjustments to teaching and learning programs to support the development of student's English language proficiency.
<p>Integration funding support</p> <p>\$65,610.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rose Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff (SLSO) to deliver targeted support and specialist literacy programs developed by specialists. • employment of staff to provide additional support for students who have high learning needs and receive targeted funding <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - identified targeted students achieving growth in literacy. - the employment of SLSO teachers to ensure all students can participate equitably in learning. <p>After evaluation, the next steps to support our students will be:</p> <p>to continue to provide the above support strategies, adjusted to the students' needs.</p>
<p>Socio-economic background</p> <p>\$4,943.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rose Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • these funds were pooled with other funding to provide additional staffing to implement support to identified students with additional needs

<p>Socio-economic background</p> <p>\$4,943.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - identified students demonstrating an improvement in reading and/or numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide literacy and numeracy support for our students to support their learning growth.
<p>Aboriginal background</p> <p>\$1,051.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rose Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • - to purchase quality texts and school resources to support the implementation of Indigenous texts to facilitate improved understanding of Aboriginal culture. - to support Aboriginal Education Officers to work with our leadership team on developing a new Acknowledgement of Country. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -strengthening students knowledge and understanding of Aboriginal culture. - a new Acknowledgement of Country was created and launched at presentation day 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to strengthen Aboriginal culture throughout the school.
<p>English language proficiency</p> <p>\$100,186.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <p>Identified students received targeted English support within the classroom and targeted students were withdrawn for intensive English learning when needed. Teachers were supported with the support of a specialised teacher to develop and deliver differentiated programs targeted at students' needs. Data indicated students' growth in the English language.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>to continue this program for identified students in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$103,943.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Rose Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$103,943.00</p>	<p>their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Multilit reading program to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - employment of additional staff to provide targeted support to students who were identified as needing additional literacy and/or numeracy support and to provide support for our high potential and gifted students. - Data throughout the year demonstrated an increase in student growth towards achieving personalised goals. - purchase of additional literacy resources to support students learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the provision of additional literacy and numeracy support for targeted students.
<p>Professional learning</p> <p>\$30,945.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Data Informed Practices • Collective Teacher Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging 4Cs, a specialist education company, to deliver professional learning on student engagement • engaging outside experts to deliver professional learning on data literacy • providing targeted professional learning for our K-2 teachers on the implementation of the new English and mathematics syllabus documents. • provide leadership professional learning for the Executive team. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - measurable growth in literacy and mathematics - the development of evidence-based literacy and numeracy teaching programs - leadership practices strengthened <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued engagement of external experts to promote student growth. - introduction of Grow you Mind to the school in 2023.
<p>Literacy and numeracy</p> <p>\$37,887.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rose Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$37,887.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • pooled with other funds, the employment of additional staff to support targeted literacy and numeracy programs. • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase in the number of students who received targeted literacy and numeracy programs. - targeted professional learning for teachers - professional learning and preparation of the implementation of K-2 literacy and numeracy new syllabus in 2023. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide targeted support programs to provide students with personalised learning. - to provide time for 3-6 teaching staff to prepare for implementation of the new literacy and numeracy syllabus. - to continue to provide professional learning on literacy and numeracy. - provide additional resources as needed.
<p>QTSS release</p> <p>\$101,016.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Teacher Efficacy • Instructional Leadership • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - building capacity of teachers to teach vocabulary and number. - teachers collaborating on observations and team teaching. - providing opportunities for teachers to observe and trial team teaching. - building capacity of teachers in data literacy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to provide opportunities for teachers to collaborate, strengthen and refine their practice.
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Rose Bay Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets

<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>outlined in the Strategic Improvement Plan</p> <ul style="list-style-type: none"> • employment of additional support teachers to address the identified needs for students who require additional support in literacy and numeracy as well as high potential and gifted students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - strengthening capacity of teaching and learning teams to effectively teach literacy and numeracy. - additional teachers providing targeted support to students. - high potential and gifted students receiving targeted support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the continuation of these programs with the engagement of additional teaching staff using this and other flexible funding. This will allow us to continue to provide extensive reading and numeracy intervention, support and high potential programs.
<p>COVID ILSP</p> <p>\$16,217.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staff were employed to implement and monitor targeted learning to identified students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students in the program demonstrated significant progress towards their personalised learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the implementation of targeted literacy and numeracy programs, whilst the funding is available.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	287	267	248	233
Girls	300	288	275	232

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.6	96.7	96.5	90.5
1	95.0	96.4	95.7	92.8
2	95.5	96.6	95.8	89.2
3	94.5	95.7	95.3	90.3
4	95.4	96.0	94.7	89.0
5	94.2	96.0	94.0	89.1
6	92.8	95.8	94.1	86.0
All Years	95.0	96.2	95.3	89.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	15.44
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	3.78

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	766,675
Revenue	4,793,371
Appropriation	4,315,281
Sale of Goods and Services	4,676
Grants and contributions	464,143
Investment income	9,072
Other revenue	200
Expenses	-4,974,569
Employee related	-4,097,884
Operating expenses	-876,685
Surplus / deficit for the year	-181,198
Closing Balance	585,477

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.

	2022 SBAR Adjustments (\$)
Targeted Total	85,134
Equity Total	210,123
Equity - Aboriginal	1,051
Equity - Socio-economic	4,943
Equity - Language	100,186
Equity - Disability	103,943
Base Total	3,439,214
Base - Per Capita	132,151
Base - Location	0
Base - Other	3,307,062
Other Total	394,019
Grand Total	4,128,490

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students

The TTFM survey measures student engagement, categorised as social, intellectual and institutional engagement.

Students report that they feel accepted and valued by their peers and feel a sense of belonging. Almost all students report that they have friends at school who they can trust and who encourage them to make positive choices.

There is a positive learning culture at Rose Bay Public School. Student survey information articulates that they feel rules and expectations for behaviour are clear and explicit. Students report that there is an emphasis on academic skills with staff having high expectations for all to succeed.

A high number of students indicated that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. Students feel that their teachers are responsive to their needs and encourage independence with a democratic approach.

Parents

Parents strongly agree that the school facilities are well maintained and clean. The physical environment is welcoming with lovely gardens and modern areas for student learning and play.

Most parents believe that there are high expectations for behaviour, that the expectation is for students to pay attention and that their child has a clear understanding of the schools' rules. Parents also report that teachers maintain control of their respective classes.

Parents feel that their child is safe at school, that behaviour issues are dealt with in a timely manner and that the school helps to prevent bullying.

Rose Bay Public School is seen by parents as an inclusive school. Teachers help students that require extra support and take an active role in helping students develop positive friendships.

Teachers

Rose Bay Public School's positive learning culture was evident in the teacher's responses. Teachers reported strengths in collaboration, learning opportunities and technology. Responses indicated that a team culture exists as they work together to provide common learning opportunities for students as well as a learning environment that promotes goal setting, feedback, student engagement and improved student outcomes. Technology is available for all students and teachers use it in authentic ways from K-6.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.