

# 2022 Annual Report

## Rosemeadow Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Rosemeadow 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.

## School contact details

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Rosemeadow Public School

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## School vision

Rosemeadow Public School aims to inspire excellence in teaching and learning by providing engaging and individualised programs that foster positive and supportive relationships and resilience. Authentic engagement with all stakeholders reflects community aspirations and priorities. Our work is underpinned by collaboration, accountability and high expectations of staff, students and community. Our school vision aligns with the department's priorities in achieving growth and performance in Literacy, Numeracy, Attendance and Wellbeing.

## School context

Rosemeadow Public School is located in Campbelltown, in South Western Sydney and has a Family Occupation and Education index (FOEI) of 143. The school has an enrolment of 747 students which includes 16.5% Aboriginal students, 44.5% from an English as an Additional Language or Dialect (EALD) background and three Multi-Categorical support classes. The school's staffing entitlement is 57 teachers and 33 non-teaching staff. The majority of executive staff have been in their positions for over five years. 22% of our staff are early in their career as teachers. The school receives significant equity funding that is used primarily to improve Literacy and Numeracy outcomes.

The school has excellent facilities and a welcoming environment and provide extracurricular activities that engage students and their families.

A highly regarded Schools as Community Centre (SACC) program excels at delivering foundational skills and early identification of student learning needs resulting in effective transitions and a successful start to school for our students.

The school partners with external agencies including the Presentation Sisters to provide innovative wellbeing opportunities for students and their families. This partnership is also in consultation with other local schools.

Targeted Professional Learning strengthens staff knowledge and understanding of evidence-based pedagogy, creating a culture of continuous improvement. All staff use evidence-informed strategies and embed evaluative practices to meet the learning needs of all students.

The 2020 situational analysis highlighted the need to appoint an Instructional Leader to focus on academic success, connection to culture and self-efficacy for Aboriginal students.

The school is committed to promoting a culture of high expectations where learning is valued throughout the school community. Our teaching and learning programs support students to obtain grade-appropriate outcomes, as well as providing enrichment and extension for students working beyond, so that all students achieve growth and school success. Attendance is paramount in ensuring academic success and is a focus for the school community.

The school has created collaborative systems that implement, monitor and evaluate processes and practices to ensure high levels of accountability.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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: Student growth and attainment

### Purpose

To improve student achievement, growth and performance, all staff will use evidence-informed strategies and embed evaluative practice to meet the needs of individual students. Students become resilient and confident lifelong learners who use feedback to improve performance.

### 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.

- Quality Structured Literacy & Numeracy Session
- Excellence in Aboriginal Education
- Attendance

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$301,142.00

**Professional learning:** \$48,282.45

**QTSS release:** \$147,788.41

**Literacy and numeracy:** \$106,545.48

**Refugee Student Support:** \$305.02

**Low level adjustment for disability:** \$313,074.09

**English language proficiency:** \$159,899.05

**Socio-economic background:** \$659,506.86

**Aboriginal background:** \$75,000.00

**School support allocation (principal support):** \$36,049.92

### Summary of progress

In 2022 RPS has made significant progress towards achieving this Strategic Direction. The following activities were undertaken;

High Impact Professional Learning has been given to all staff around efficient and research-based literacy and numeracy sessions with a focus on the increased teaching of phonics and phonological awareness including decodable texts.

Professional Development, both internal and using departmental resources was given on the forthcoming curriculum change.

Speech pathology services were employed to aide students whose speech issues were impeding their access to literature.

Instructional Leader was appointed to work closely with executive and teachers to analyse data, contribute to programming that incorporates Aboriginal perspectives and strengthen connections to community and culture.

Attendance was monitored regularly by executive and discussed with parents, a new incentive program was developed and enacted this year. This program has been successful in encouraging students to attend more regularly and sparked conversations with students and parents about the importance of regular attendance.

For Strategic Direction One future directions include;

Professional Learning will continue to be delivered around the new curriculum, with appropriate resourcing being extended throughout the school for those students who require additional reading support.

Continue to work towards securing employment of a speech pathologist to expand speech pathology for all students who require it.

Evaluate support given to Aboriginal students and adjust current programs to better suit the needs of students and community.

Continue and strengthen successful attendance initiative and monitoring of attendance rates across the school.

### 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
An improvement in the percentage of students achieving in the top 2 NAPLAN bands in Numeracy to meet the lower bound system-negotiated target of 25.9%	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 20.11 % of students in the top two skill bands for numeracy indicating school did not achieve the system negotiated target.</li> </ul>
An improvement in the percentage of students achieving in the top 2 NAPLAN bands in Reading to be above the system-negotiated target of 35.5%	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 28.42 % of students in the top two skill bands for reading indicating school did not achieve the system negotiated target.</li> </ul>
Improvement in the percentage of students achieving expected growth in Numeracy from the baseline 51.97% trending towards the lower bound system-negotiated target of 58.7%.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal assessment growth from year 3 to year 5 in PAT test was 17 points which indicated continued growth.</li> </ul>
Improvement in the percentage of students achieving expected growth in Reading from the baseline 48.3% to at least 62.4% the upper bound system-negotiated target.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal assessment growth from year 3 to year 5 in PAT test was 26 points which indicated continued growth.</li> </ul>
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Numeracy to meet the upper bound system-negotiated target of 44.7%	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 44.74% of students in the top three skill bands for numeracy indicating the school exceeded the system negotiated target.</li> </ul>
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading to meet the upper bound system-negotiated target of 48.2%	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 36.84% of students are in the top three skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.</li> </ul>
At least 71.54% (lower bound system-negotiated target) of students attending school over 90% of the time during Semester One.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has &lt;increased/ decreased&gt; by &lt;insert value&gt;%.</li> </ul>

## Strategic Direction 2: High expectations and continuous improvement through best practice

### Purpose

Establish and promote a culture of high expectations for student learning throughout the school and community. Build teacher's knowledge and understanding of best practice through targeted Professional Learning that ensures continuous improvement. Wellbeing practices support students' skills of resilience and self-confidence so that they are ready to learn and achieve academic success.

### 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.

- Continuous improvement through best practice
- Wellbeing Practices and Processes
- Partners in Learning

### Resources allocated to this strategic direction

**Integration funding support:** \$105,664.00

**Socio-economic background:** \$303,428.90

**Per capita:** \$193,062.44

### Summary of progress

In 2022, Students who were identified as requiring additional needs received SLSO support. Wellbeing programs allowed students to access all areas of school life. Wellbeing camps were utilised to support students with additional needs. Internal and external agencies were engaged to assist families in need. Staff were employed to support children and parents through the key transition time of pre school to Kindergarten, this resulted in parents feeling supported and connected to the school community.

The future directions for this strategic direction include; strengthening wellbeing programs with the input of all stakeholders. SaCC program will continue to be supported to deliver their successful pre school transitions groups with APCI support to ensure academic continuity. A major focus moving forwards will be to provide parent workshops and educational online resources to develop a culture of high expectations and support parents to assist their child with learning at home.

### 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
Maintain our position in "Sustaining and Growing" in the element of "Curriculum" as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school as measured in the Tell Them From Me survey (TTFM) increasing to 87%	The TTFM survey identifies the school has not met our target for Expectations for Success, Advocacy and Sense of Belonging at school. The school has implemented a number of initiatives to improve our results in the survey.
Maintain our position in "Sustaining and Growing" in the element of "Learning Culture" as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.

## Strategic Direction 3: Accountability and collaboration to maximise student engagement

### Purpose

A collaborative approach with strengthened data collection and analysis practices to develop innovative pedagogy that ensures high levels of student engagement.

### 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.

- Accountability and Collaboration
- Student Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$81,511.19

**Socio-economic background:** \$200,000.00

### Summary of progress

In 2022, the Implementation Team continued to function as the system of implementing the SIP and ensuring accountability of school programs and practices across the school. Collaborative practices were refined and staff were given many opportunities to engage in targeted professional learning across the year, resulting in improved confidence in classroom practice. Data was collected regularly and unpacked both within grade teams and whole staff to improve consistent teacher judgement and teacher practice. An AEO was employed to lead the Aboriginal Committee and strengthen student cultural knowledge and improve their academic outcomes. Management Plan continued throughout the year allowing all staff to be involved in the process of enacting the SIP.

The future directions for this strategic direction include reflecting on current practices and having staff have increased involvement in their own Professional Learning. We will continue current data collection practices, keeping in mind how this will fit with the needs of the new curriculum. We will continue the work of the AEO, community feedback indicates parents would like to have more involvement in cultural groups. We will allow time for reflection by the Management Plan teams, recording of evidence and completion of the milestones documentation.

### 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
Maintain our position in "sustaining and growing" in the theme of "Instructional Leadership" as measured in the Schools Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Instructional Leadership.
Proportion of students captured in the TTFM survey in the area of "Students who are interested and motivated" is maintained at 67%.	The TTFM survey identifies the school has not met our target for 'Students who are interested and motivated'. The school has implemented a number of initiatives to improve our results and achieve 67% in the survey.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$305.02</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Structured Literacy &amp; Numeracy Session</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students are confident to engage in school activities..</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will be monitored by EALD staff.</p>
<p>Integration funding support</p> <p>\$105,664.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rosemeadow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing Practices and Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs, including APCI's, SLSOs and staff for targeted wellbeing programs.</li> <li>• Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students have personalised learning goals that are specific to the individual needs of the student. All eligible students receive differentiated learning support in their own classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In consultation with all staff, we strategically allocate SLSO and wellbeing staff to support individual students.</p>
<p>Socio-economic background</p> <p>\$1,162,935.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rosemeadow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Structured Literacy &amp; Numeracy Session</li> <li>• Attendance</li> <li>• Wellbeing Practices and Processes</li> <li>• Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional APCIs for targeted literacy and numeracy intervention.</li> <li>• Employment of a needs-based learning and support team to target individual students to improve literacy and numeracy learning outcomes.</li> <li>• Employment of additional teachers and SLSOs to support students achieving below expected stage level.</li> </ul>

<p>Socio-economic background</p> <p>\$1,162,935.76</p>	<ul style="list-style-type: none"> <li>• Employment of a full-time extension Mathematics teacher for students achieving above expected grade level.</li> <li>• Employment of Early Career Teacher mentor.</li> <li>• Committee Chair allowance.</li> <li>• Additional day provided to SACC staff.</li> <li>• Executive release to monitor behaviour and attendance.</li> <li>• Purchasing additional resources to meet the needs of students. For example, online resources, decodable readers, phonemic awareness resources, quality texts and resources for the new Mathematics syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved speech and phonological awareness of kindergarten students. Improved attendance across all grades. Increased knowledge of teachers through collaboration, support and professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund current and new initiatives to meet and improve the academic performance of all students.</p>
<p>Aboriginal background</p> <p>\$156,511.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rosemeadow 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Aboriginal Education</li> <li>• Student Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of Aboriginal Education Instructional Leader to support Aboriginal students and provide shoulder to shoulder support.</li> <li>• Employment of Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process and regular communication with parents to help students attend regularly.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Tell Them From Me Survey data indicates 74% of Aboriginal students feel that staff understand their culture and 85% feel good about their culture when at school. 45% of Aboriginal students top 3 NAPLAN bands in Numeracy and 37% achieving top 3 NAPLAN bands in Reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> AEO to build new relationships and continue to strengthen and maintain current relationships. To provide professional learning to teachers regarding Aboriginal culture and perspectives.</p>
<p>English language proficiency</p> <p>\$159,899.05</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rosemeadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Structured Literacy &amp; Numeracy Session</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support delivery of targeted initiatives.</li> <li>• Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved understanding of the English language. EAL/D students are more</p>

<p>English language proficiency</p> <p>\$159,899.05</p>	<p>confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund additional specialist staff to provide professional learning to identify language and cultural demands across the school.</p>
<p>Low level adjustment for disability</p> <p>\$313,074.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Rosemeadow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Structured Literacy &amp; Numeracy Session</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support teachers to differentiate learning activities and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning and support. Increased referrals and streamline access requests.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ extra staff to meet the diverse learning needs of students.</p>
<p>Professional learning</p> <p>\$48,282.45</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 Rosemeadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Structured Literacy &amp; Numeracy Session</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employing additional APCI to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Professional learning targeted towards Literacy and Numeracy. Including, K-2 Literacy and Mathematics curriculum reform, consistent teacher judgement, Smart Spelling, Positive Behaviour for Learning, Mathematics and Literacy and decodable readers.</li> <li>• Collaboration and shoulder-to-shoulder support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Quality targeted professional learning to improve teacher understanding and learning outcomes for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to identify and implement engaging professional learning that is targeted towards the learning needs of all students.</p>
<p>Literacy and numeracy</p> <p>\$106,545.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rosemeadow Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Structured Literacy &amp; Numeracy Session</li> </ul>

<p>Literacy and numeracy</p> <p>\$106,545.48</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Online program subscriptions to support literacy and numeracy.</li> <li>• Staff training and support in literacy and numeracy.</li> <li>• Literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> <li>• Targeted professional learning to improve literacy and numeracy.</li> <li>• Updating reading resources to meet the needs of students.</li> <li>• Resources to support the quality teaching of literacy and numeracy.</li> <li>• Purchasing of literacy resources such as quality texts and decodable readers for guided and shared instruction</li> <li>• Collaboration for teachers and in-class shoulder-to-shoulder support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teacher confidence. Quality Literacy and Numeracy learning resources to engage students and improve learning outcomes. Collaboration, intervention and timely feedback to all staff to improve teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff, identify quality Numeracy and Literacy resources, targeted professional learning and consistent collaboration between all staff.</p>
<p>QTSS release</p> <p>\$147,788.41</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rosemeadow Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Structured Literacy &amp; Numeracy Session</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence, consistency and collaboration to improve teaching practice across the school. Teachers embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue funding collaboration days based on positive teacher feedback.</p>
<p>COVID ILSP</p> <p>\$576,429.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employing teachers and paraprofessionals to deliver small group tuition.</li> <li>• Providing targeted, explicit instruction for student groups in Literacy and Numeracy.</li> <li>• Providing intensive small group tuition for identified students who were not meeting grade outcomes.</li> <li>• Releasing staff to participate in professional learning.</li> </ul>

<p>COVID ILSP</p> <p>\$576,429.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Small groups, high impact tuition to support students not achieving grade outcomes. The majority of students achieving progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the implementation of Literacy and Numeracy small group tuition using data sources to identify specific student learning needs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	378	373	374	350
Girls	380	372	372	362

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	89.4	90.4	85.8
1	91.6	89.8	92.8	86.8
2	91.2	90.1	92.5	87.2
3	91.6	90.3	90.8	87.6
4	91.3	89.4	91.3	86.0
5	91.8	91.9	89.8	84.8
6	89.7	90.2	91.4	83.6
All Years	91.3	90.2	91.2	85.9
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

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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)	7
Classroom Teacher(s)	28.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	7.47

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	676,044
<b>Revenue</b>	9,881,396
Appropriation	9,590,512
Sale of Goods and Services	87,988
Grants and contributions	196,096
Investment income	6,801
<b>Expenses</b>	-9,586,911
Employee related	-7,838,653
Operating expenses	-1,748,258
<b>Surplus / deficit for the year</b>	294,486
<b>Closing Balance</b>	970,529

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	105,969
<b>Equity Total</b>	1,792,420
Equity - Aboriginal	156,511
Equity - Socio-economic	1,162,936
Equity - Language	159,899
Equity - Disability	313,074
<b>Base Total</b>	5,681,641
Base - Per Capita	193,062
Base - Location	0
Base - Other	5,488,579
<b>Other Total</b>	951,957
<b>Grand Total</b>	8,531,988

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

At Rosemeadow Public School we value all members of our school community. We promote open communication and regularly give students, parents and the community the opportunity to attend forums and give feedback on existing programs and future initiatives.

Students were given numerous opportunities throughout the year to 'have their say' on programs, resources and events at the school. This included the Tell It From Me Survey, student forums and informal feedback meetings. The school received overwhelming support for our Attendance Rewards program with 88% of students giving positive feedback and improved attendance across the school.

The school receives considerable support from the P and C in various activities. Significant funding was targeted towards the library refurbishment that has seen it become a vibrant and modern learning space. Parents also supported the Mothers' and Fathers' Day stalls that provided opportunities for students to purchase gifts. Members of the P and C helped facilitate the Dental Health program that supported 40% of the student population. Other activities that were supported by the P and C include Zone Sporting Carnivals and merit selection panels. The P and C partners and advocates for school in all areas that has led to an increase in parent participation and shared decision making.

Parents and community members were consulted at various times throughout the year during morning teas, community forums, surveys, and informal meetings. As a school we pride ourselves on a friendly environment where students, parents and community are always greeted with happy faces and welcoming classrooms. Rosemeadow Public School encourage communication and openness across the entire staff and community.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.