

2022 Annual Report

Rozelle Public School



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Introduction

The Annual Report for 2022 is provided to the community of Rozelle Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

I am pleased to present the 2022 Annual School Report for Rozelle Public School and report on our achievements and progress over the past academic year.

Our school has always been committed to academic excellence, and despite the challenges presented, 2022 was no exception. Our students continued to excel in their studies and demonstrated pleasing growth in their academic abilities. Our teachers continued to provide quality instruction and support to ensure that every student is making progress. We also implemented several new programs and initiatives that aimed to enhance the academic experience of our students. One such initiative was the expansion of the MulitLit tutoring program, which provided a targeted reading intervention for Year One students.

In addition to our focus on academics, we also placed a significant emphasis on well-being and developing our students' character and leadership skills. We believe that these skills are essential for our students' life long success. Throughout the year, as COVID restrictions were eased, the school organised many extracurricular activities and events that helped our students develop leadership skills and build positive relationships with their peers. Carnivals, camps, music festivals, special assemblies, film making and Circus Bersurkus all returned with enormous success.

We continued to focus on creating a safe and inclusive environment for all our students, staff, and parents. We believe that every student deserves a welcoming and supportive learning environment where they can feel comfortable being themselves. We worked hard to ensure that our school was a place where everyone felt valued, respected and included.

Finally, I would like to express my gratitude to our dedicated staff, parents, and community partners who worked tirelessly to support our school and students. Together, we achieved great things in 2022, and I am confident that we will continue to grow and thrive in the years to come.

School vision

Rozelle Public School is an inclusive environment that inspires and challenges all. Commitment to proactive wellbeing practices ensures every child is known, valued and cared for with a strong sense of belonging to our school community. High expectations, quality teaching and innovative practice drive academic achievement and holistic approaches ensures students are on a pathway to lifelong learning and continued success.

School context

Rozelle Public School, located on Wangal Country in Sydney's inner west, sits in the heart of the Rozelle village community. Our school culture of connectedness and inclusion fosters strong partnerships with the P&C, parents, caregivers and the wider community. The school caters for students from preschool to Year 6 with a current enrolment of 600. Learners are from diverse backgrounds, with 22% of our students identifying as having a language background other than English. High calibre staff work collegially to ensure student wellbeing, growth and attainment. An active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs. An established wellbeing framework, that includes Restorative Practice, is embedded across the school and supports all students. Our attendance rates are high with over 93% of students attending school each day. Rozelle Public School is well resourced and learning environments are equipped with technology and designed for cooperative teaching and learning. Our school library is an innovative learning hub where students engage in flexible pedagogy guiding self-directed and creative learners. Outdoor spaces include a netball/basketball court, climbing equipment, woodlands area and two playing fields. A range of engaging programs are offered including dance, debating, band, ukulele, choir, performing & visual arts, public speaking, chess and sports. Authentic connection to the local community and a strong commitment to environmentally sustainable practices continue to be championed by our school's Green Team. An extensive, well-established, quality before and after school care program accommodates the needs of our many working families.

Through our situation analysis we have identified the need to improve student performance data particularly in NAPLAN. The school consistently performs above state average yet aims to close the gap with statistically similar school groups (SSG). Although the school has system-negotiated reading and numeracy targets, writing and spelling have also been identified as areas for uplift and improvement. We have identified the need to use data driven, evidence-based practices to optimise learning programs. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistent teacher judgment across the school. Engagement with school services will help build an understanding on how to achieve this along with our Instructional Leadership initiative.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to optimise student learning outcomes in literacy and numeracy to build strong foundations for academic success. Staff will be supported in their delivery of evidence-based teaching practices that are responsive to the learning needs of individual students.

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.

- Systematic, Evidence Based Teaching Practices
- Personalised Learning

Resources allocated to this strategic direction

QTSS release: \$119,978.00

Literacy and numeracy intervention: \$60,333.53

Literacy and numeracy: \$6,500.00

Per capita: \$154,134.60

Summary of progress

In 2022 there was a continuation of high student achievement in both Reading and Numeracy with 63.31% of students performing in the top two bands for NAPLAN Reading and Numeracy. In Reading there was an uplift from 2019 of 8% of students performing in the top two bands while in Numeracy the uplift was 9% of students in the top two bands. Teachers used assessment data (NAPLAN, Check-in, Year One Phonics screening, PAT & iSR) to monitor students' progress towards learning goals (identifying skill gap for improvement and areas for extension). COVID Intensive Support funds were used to provide explicit Reading intervention through the MultiLit program. The creation of an additional Instructional Leader provided support and built the capacity of staff to deliver effective, evidence based programs where all students were challenged and adjustments lead to improved outcomes. Professional learning for all staff on the new K-2 English and Mathematics syllabus was a focus as the school prepared for its 2023 introduction.

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
74.6% of students in Top 2 bands for Reading (uplift from baseline of 6.91%) by 2022	<ul style="list-style-type: none">• 67.1% of Year 5 students performed in the top two bands in Reading which was above state and similar school groups.• 74.4% of Year 3 students performed in the top two bands in Reading which was an increase from 65% in 2021,• Overall, 69.75% of students performed in the top two bands in Reading.
61.9% of students in Top 2 bands for Numeracy (uplift from baseline of 8.41%) by 2022	<ul style="list-style-type: none">• 60% of students in Year Three performed in the top two bands in NAPLAN for numeracy which was an increase from 51.3% in 2021• 42.7% of students in Year Five performed in the top two bands in NAPLAN for numeracy which was a decrease from 57% in 2021• Overall, 53.65% of students performed in the top two bands in NAPLAN for numeracy.
74% Achieving expected growth in Reading (uplift from baseline of 1.35%) by 2022	<ul style="list-style-type: none">• There were no Reading growth figures available in 2022 due to NAPLAN not being administered in 2020
55% of students achieving expected growth in Numeracy (uplift from baseline of 5.84%) by 2022	<ul style="list-style-type: none">• There were no Numeracy growth figures available in 2022 due to NAPLAN not being administered in 2020

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to ensure a strategic and planned approach to whole school wellbeing processes that support all students to engage, succeed, thrive and learn.

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 practices that maximise learning
- Engaged Learners

Resources allocated to this strategic direction

Low level adjustment for disability: \$41,264.18

Refugee Student Support: \$688.00

Aboriginal background: \$8,431.00

Integration funding support: \$122,504.00

Socio-economic background: \$6,179.00

English language proficiency: \$53,497.00

Summary of progress

At Rozelle PS, 2022 saw the expansion of Sentral, a software to support the tracking of attendance and wellbeing. The centralised system supported staff and the Learning Support Team in monitoring student attendance and wellbeing concerns. The Learning Support Team engaged the services of the Home School Liaison Officer to support students identified with attendance concerns with individual attendance plans implemented. To further support equity and student wellbeing across the school, an Assistant Principal Learning and Wellbeing role was established. The AP, mentored staff as they support students with additional learning needs including the preparation of Individual Learning Plans, learning adjustments and differentiated programs. To support the communication of learning adjustment to parents, the school wide documentation was refined to include an updated version for High Potential and Gifted students. The AP Learning and Wellbeing continued close engagement with Department of Education Learning and Wellbeing Officers to prepare Access Request for students access to supported settings and targeted integration funding.

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
<i>Tell Them From Me student wellbeing data improves to be above 88% (an uplift of 2.7% from baseline).</i>	<ul style="list-style-type: none">• 74% of students feel valued and accepted by their peers and by others at their school. This is up from 71% in 2021.• 92% of students report having friends at school they can trust and who encourage them to make positive choices This is up from 88% in 2021.• 86% of students report trying hard in their learning. This is up from 84% in 2021.• 60% of students report high participation rates in art, drama, music groups, committees and extracurricular school activities. This is down from 63% in 2021
<i>93.3% of students attend school 90%+ by 2022 (an uplift of 4.27% from our baseline data)</i>	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 27.2%, however this figure was significantly affected by COVID-19 public health orders.
<ul style="list-style-type: none">• Evidence based changes to whole school practices have led to improvement in student wellbeing and engagement.• Expectations of behaviour are co	<ul style="list-style-type: none">• 28 students had Individual or Personalised Learning plans that were prepared in consultation with parents / carers. These continued to be implemented and monitored by the class teachers and the Learning Support Team.• 90% of students responded in the TTFM survey that they do not get in

<p>developed with students explicitly and consistently applied across the school.</p> <ul style="list-style-type: none"> • Planning for learning is informed through consultation with parents/carers 	<p>trouble at school for disruptive or inappropriate behaviour. This is 7% above the NSW norm.</p> <ul style="list-style-type: none"> • In the TTFM survey, parents indicated that their child was clear about the rules for school behaviour. (8.4 RPS compared to 7.7 NSW Norm)
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Strategic Direction 3: Collaboration

Purpose

Our purpose is to engage in effective professional collaboration that explicitly aims to improve teacher practices and student outcomes.

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.

- Collaborative Practices - Teaching
- Collaborative Practices - Community

Resources allocated to this strategic direction

Professional learning: \$77,268.00

Summary of progress

Although 2022 presented unprecedented staffing challenges, collaborative practices across the and community continued to thrive. Collaborative stage planning is an embedded practice at Rozelle with all teachers participating in designated planning days. Staff collaborated on the planning, preparation and evaluation of teaching and learning programs. The Learning Support Team collaborated with class teachers in supporting the diverse needs of our learners. Teachers supported and mentored each other as they used digital platforms that enhance collaborative approaches. It was thought a highly collaborative approach that led to the success of many events and activities including: performances and assemblies; music festivals; Year Six Production; carnivals; camps; and a school based film festival. As COVID health guidelines were lifted face to face community engagement and events returned. In collaboration with the school's P&C, our community enjoyed many events including trivia, outdoor movie night, disco and the highly successful colour run.

In 2023 the establishment of the Assistant Principal Curriculum and Instruction will further support the improvement of professional knowledge and teaching practice. Instructional Leaders will work closely with teachers to review curriculum and high impact, evidence based teacher practices. The school will focus on creating opportunities for teachers to share knowledge and reflect on professional learning. Teachers will continue to be supported to trial innovative and evidence based practices to increase student engagement and improve learning outcomes.

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
Negotiated observations of classroom teaching practice, with feedback, improve professional knowledge and practice. Teachers are supported to trial innovative or evidence based practices. Teachers collaborate with staff in other schools to share and embed good practice.	<ul style="list-style-type: none">• Collaboratively, teachers planned and delivered teaching programs and units of work to that supported students learning and engagement. Teachers engaged in professional discussion and evaluative practices to develop programs that were responsive to the academic and social needs of students.
All teachers engage in professional discussion to improve their knowledge and teaching and learning in their classrooms.	<ul style="list-style-type: none">• Teachers engaged in professional learning which was targeted towards implementing evidence based effective teaching strategies.. Teachers used assessment data (NAPLAN, Check-in, Year One Phonics screening, PAT) to monitor students' progress towards learning goals, identifying areas for improvement and extension.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,504.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rozelle 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"> • Engaged Learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and classroom adjustments <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Integration funding decision making was incorporated into the learning and support team meeting agenda and regularly reviewed. The use of integration funding was continually monitored and adjusted throughout the year in response to student support needs.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund the Assistant Principal Learning and Wellbeing role. The AP will oversee the Learning and Support Team, manage referral processes, support individual students, teachers and families to continue equitable access to curriculum and school activities.</p>
<p>Literacy and numeracy</p> <p>\$6,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rozelle Public School from Kindergarten to Year 6.</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"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in professional learning and preparations for new syllabus implementation. <p>The allocation of this funding has resulted in the following impact: Identified students receiving personalised learning programs which target areas of need in their literacy and numeracy growth. The instructional leadership initiative was expanded to create 2 full time positions. The Instructional Leaders worked in partnership with classroom teachers to improve student outcomes in literacy and numeracy through differentiated evidence based teaching practices including High Potential and Gifted Education.</p> <p>After evaluation, the next steps to support our students will be: Continued support for teachers in the implementation and delivery of the new K-2 English and Maths Syllabus. The newly created position of Assistant Principal Curriculum & Instruction will lead this process. The MacLit Reading intervention program will be expanded to to include</p>

<p>Literacy and numeracy</p> <p>\$6,500.00</p>	<p>identified students 3-6. Instructional Leaders will work in partnership with classroom teacher to improve student outcomes in literacy and numeracy through differentiated evidence based teaching practices including High Potential and Gifted Education.</p>
<p>Professional learning</p> <p>\$77,268.00</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 Rozelle 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"> • Collaborative Practices - Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to restorative practices and demonstrate circle conversations. <p>The allocation of this funding has resulted in the following impact: Professional learning has enhanced skills, knowledge and teaching practices, which have had a significant impact on students' learning outcomes. Professional learning has focused on building teacher knowledge and understanding of the new K-2 English and Mathematics syllabus for implementation in 2023. Enhanced collaboration among teachers has provided opportunities to engage authentically with data, share ideas, strategies and best practices.</p> <p>After evaluation, the next steps to support our students will be: Continuation of a school wide professional learning program that provides teachers opportunities to deepen their understanding of evidence based practices leading to improved student outcomes.</p>
<p>Refugee Student Support</p> <p>\$688.00</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>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"> • Engaged Learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Identified students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: The continuation of English as an Additional Language program which support emerging English language speakers.</p>
<p>Socio-economic background</p> <p>\$6,179.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rozelle 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"> • Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services

<p>Socio-economic background</p> <p>\$6,179.00</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Monitoring of identified students by the Learning Support Team and school executive remains a strong focus. Two Instruction Leaders have supported teachers in delivering effective differentiated Literacy and Numeracy programs. The Multi-Lit reading intervention program was expanded through the employment of a specialist teacher. Student progress has been closely tracked and monitored by the Learning Support Team. All students have equitable access to a range of school programs and extra curricular initiatives including: performances, concerts, camps, excursions, carnivals and special events.</p> <p>After evaluation, the next steps to support our students will be: Continued monitoring of identified students by the Learning Support Team and school executive. The Multi-Lit reading intervention program will continue through the employment of a specialist teacher. Careful budgeting of school finances will ensure all students have equitable access to all activities and events.</p>
<p>Aboriginal background</p> <p>\$8,431.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rozelle 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"> • Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaged with the school and the PLP process. Through school based initiatives attendance and well being was closely tracked and monitored with responsive interventions tailored to meet individual student needs.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the employment of additional staff to deliver personalised support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$53,497.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rozelle 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"> • Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$53,497.00</p>	<p>EAL/D students are more confident, participate in whole class activities and are prepared to take risks with their language use. Staff have developed a deeper understanding of the EAL/D Learning Progressions and use these to guide future directions for each student.</p> <p>After evaluation, the next steps to support our students will be: To further develop staff understanding of the EAL/D Learning Progressions and strategies to support learning in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$109,264.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Rozelle Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to 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"> • Engaged Learners • Other funded activities <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MultLit 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 <p>The allocation of this funding has resulted in the following impact: A dedicated Assistant Principal role was created to lead the Learning Support Team and support teachers in delivering effective literacy and numeracy programs for identified students including HPGE. The school achieved a more consistent approach to student learning support through a clear referral system. The Wellbeing tab in Sentral was used to track and monitor student behaviour with proactive intervention and response.</p> <p>After evaluation, the next steps to support our students will be: The continuation of a dedicated Assistant Principal role that will lead the Learning Support Team and support teachers in delivering effective literacy and numeracy programs for identified students including HPGE.</p>
<p>QTSS release</p> <p>\$119,978.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rozelle 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"> • Systematic, Evidence Based Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The expansion of the Instructional leadership role, supported staff in the delivery of evidence based teaching and learning programs - Literacy and Numeracy. Teachers used data sources to inform teaching programs and drive student achievement. Teaching programs included differentiated learning opportunities for all students including High Potential and Gifted.</p>

<p>QTSS release</p> <p>\$119,978.00</p>	<p>After evaluation, the next steps to support our students will be: to further expand the Instructional leadership role, supporting staff in the delivery of evidence based teaching and learning programs - Literacy and Numeracy. The new K-2 syllabus will be an area of focus for 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Rozelle 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"> • Systematic, Evidence Based Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: The intensive approach has resulted in improved engagement in learning. Evidence can be seen in reading assessments, teacher observation, PAT, Check-in and NAPLAN Data. The percentage of students attaining the lower bands in NAPLAN decreased and students attaining the middle bands increased,</p> <p>After evaluation, the next steps to support our students will be: To further develop instructional leadership initiatives lead by the newly created Assistant Principal Curriculum & Instruction.. The APC&I and Instructional Leader will work in partnership with teachers to improve student outcomes in literacy and numeracy through differentiated evidence based teaching practices including High Potential and Gifted Education.</p>
<p>COVID ILSP</p> <p>\$17,700.00</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in the Mini Lit Reading Intervention program. <p>The allocation of this funding has resulted in the following impact: Identified students achieved significant progress towards their numeracy learning goals. 1.3% of students in Year 5 and 5% in Year 3 performed in the bottom 2 bands of NAPLAN numeracy which was well below state and similar to SSG performance. Identified students achieved significant progress towards their reading learning goals. 3.9% of students in Year 5 and no Year Three performed in the bottom 2 bands of NAPLAN numeracy which was well below state and similar to SSG performance.</p>

<p>COVID ILSP</p> <p>\$17,700.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	325	337	319	288
Girls	307	305	281	268

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	96.8	95.9	90.9
1	95.4	96.0	95.1	91.0
2	95.5	96.3	95.3	90.6
3	95.2	96.7	96.0	89.6
4	94.6	95.4	95.9	90.0
5	95.1	95.0	95.1	90.5
6	95.8	93.9	94.4	88.6
All Years	95.3	95.8	95.4	90.1
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)	22.04
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.26

*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	432,760
Revenue	5,912,264
Appropriation	5,173,394
Sale of Goods and Services	10,287
Grants and contributions	718,211
Investment income	10,173
Other revenue	200
Expenses	-5,764,745
Employee related	-4,959,025
Operating expenses	-805,720
Surplus / deficit for the year	147,519
Closing Balance	580,280

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	75,274
Equity Total	178,323
Equity - Aboriginal	8,431
Equity - Socio-economic	6,179
Equity - Language	53,497
Equity - Disability	110,217
Base Total	4,139,609
Base - Per Capita	154,135
Base - Location	0
Base - Other	3,985,474
Other Total	690,192
Grand Total	5,083,398

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

In 2022 the school sought the opinions of students, teachers and parents about the school through surveys including the Tell Them From Me surveys. The main findings from the surveys are presented below.

The large majority of parents indicated that they feel welcome when visiting the school and that they can easily speak with their child's teacher. Other strengths of the school indicated by parents included: that they felt well informed about school activities; reports on student progress were easily understood; teachers had high expectations and showed an interest in their child's learning; and the school's administrative staff were helpful whenever they had a question or problem.

In relation to areas of the school's operation that could be improved, parents indicated that: they would like more information on their child's progress in school subjects and their child's social and emotional development.

In the Tell Them From Me survey of students, the large majority of students in Years 4-6 indicated that they have friends at school that they can trust and who encourage them to make positive choices (92%); that students do not get into trouble for disruptive or inappropriate behaviour (90%); and that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. Even so, student interest and motivation in their learning were lower compared to other schools in NSW.

Staff responses indicated that they believed Rozelle was an inclusive school community with teachers striving to understand the learning needs of students with additional learning needs then creating individual education plans. Teachers established clear expectations for classroom behaviour and worked with parents to help solve problems interfering with their child's progress. Staff indicated high levels of collaboration with colleagues, discussion of assessment strategies and the sharing of lesson plans and materials.

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.