

2023 Annual Report

Rose Bay Public School



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Introduction

The Annual Report for 2023 is provided to the community of Rose Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2023 Rose Bay Public School continued to offer innovative learning experiences in which our students flourished!

Academic and extracurricular opportunities once again saw students thrive. Student growth data was strong, and students excelled. This resulted in offers for some of our Year 6 students to attend selective high schools including Sydney Girls' High School, Rose Bay Secondary College and St George Girls' High School. Some students excelled in their chosen sport, competing at a state level and others had success in public speaking, dance, art and writing competitions.

Our wellbeing programs continued to deliver outstanding results with more than 160 students receiving support. Targeted students who were supported to work towards grade level expectations in literacy and numeracy demonstrated strong growth. Our high potential mathematics classes were extended from Years 3-6 to include students in Years 1 and 2 and students demonstrated strong growth. These programs will be continued in 2024.

A focus on high impact professional learning in literacy and numeracy prepared teachers for the implementation of the new mathematics and English syllabuses. Throughout the year we worked with consultants from Mathematics Association NSW and Primary English Teachers Association allowing teachers to strengthen their practice with the most current evidence-based strategies. As a school known for strong student growth, we were asked to lead a numeracy project for a community of schools. This collaboration strengthened our teachers' knowledge and understanding and was highly valued by all.

Together our connected community celebrated the learning and achievements of our students throughout the year. The highlights included the Education and NAIDOC Week assembly, the Dance Concerts, end of year presentation days and special events hosted by the P&C for Mother's Day and Father's Day.

All students participated in our dance concerts. The 'Seasons Inspired by Country' for Years 3-6 and the 'Seussical' K-2 end of year dance concert were both wonderful events which gave each student the opportunity to perform on stage. These not only connected learning but also strengthened students' confidence and independence. Our choirs performed throughout the year at school events, the Sydney Town Hall and the Opera House.

Our school is shining with many projects completed in 2023. The whole school was painted, and we installed whole school air conditioning, a new playground, additional outdoor seating and an outdoor classroom. Our gardens are also looking great as the 'green thumbs' in our community volunteered at garden working bees throughout the year.

2023 was a magical year! One that would not have been possible without our supportive community and dedicated, caring and committed teachers and support staff who go above and beyond in all that they do to ensure that students feel known, valued and cared for, which sees them flourish.

Cherie Stone, Principal

School vision

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

Our students will:

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

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

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

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

School context

Rose Bay Public School is located in the Eastern Suburbs and has an enrolment of 439 students. Our school is culturally diverse, 57% of students are from an EAL/D (English as an additional language or dialect) background with Hebrew making up the largest group. The majority of our students come from a middle to high socio-economic background. The school has a FOEI (Family Occupation and Education Index) of 0.

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

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Personalised Learning
- Data Informed Practices

Resources allocated to this strategic direction

Professional learning
Low level adjustment for disability
English language proficiency
New Arrivals Program

Summary of progress

Throughout 2023 there was a focus on personalised learning to improve student outcomes by strengthening teachers' practice with high impact, evidenced-based professional learning in feedback, numeracy, textual concepts in literacy and the new K-2 and 3-6 mathematics and English syllabuses. Led by external consultants, teachers collaborated as they implemented different strategies integrated into newly written English and mathematics programs. These were trialed, evaluated and continually refined for students' needs.

Led by the Assistant Principal Curriculum Instruction and Stage Assistant Principals, our data informed practices included teachers collecting and analysing summative, student data twice a term to identify next steps in learning and monitor student growth. Throughout the year this provided data to inform teaching practice and led to strong student growth in reading and mathematics.

NAPLAN was brought forward from May to March. This resulted in no similar school comparison data or student growth data. Our internal analysis of the Year 3 & 5 data demonstrated that in the top two levels, Exceeding and Strong, student achievement was: 90% in writing, 88% in reading and 83% in spelling, punctuation and grammar and 89% in mathematics. Growth data will be available in 2025.

In 2024, the school will continue to consolidate the implementation of the new K-6 mathematics and English syllabuses and have a focus on reading.

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
• Students in Years 3-6 will demonstrate reading growth when comparing from Term 1 - Term 4 using the PAT reading assessment.	In reading, students across all ability levels demonstrated growth as indicated in the PAT Reading Adaptive test. This can be attributed to many things including assessments identifying next steps in learning for students, the guidance of the APCI and exposure to a variety of quality texts to build vocabulary. The PAT Adaptive test also informed us that many students are working above grade level. To further strengthen our reading growth, professional learning on comprehension will be a focus for 2024.
• Students in Years 3-6 will demonstrate numeracy growth when comparing from Term 1 - Term 4 using the Essential Assessment tool.	In numeracy, we use Essential Assessment as a data tool to measure student growth and identify students' next steps in learning. Data demonstrated that students in Years 3-6 had growth in numeracy. This can be attributed to many things including assessments identifying next steps in learning for students, the APCI leading curriculum implementation and

• Students in Years 3-6 will demonstrate numeracy growth when comparing from Term 1 - Term 4 using the Essential Assessment tool.

professional learning with a consultant from Mathematics Association NSW [MANAW]. To further strengthen students growth in numeracy, we continue to consolidate these practices including the professional learning with MANSW will continue in 2024.

Strategic Direction 2: Refined teacher practice and collaboration

Purpose

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

Initiatives

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

- Collective Teacher Efficacy
- Instructional Leadership

Resources allocated to this strategic direction

QTSS release
AP Curriculum & Instruction
Professional learning

Summary of progress

Teacher collaboration and efficacy was high throughout the year as teachers extended their collaboration to team teaching. This was supported by our Assistant Principals who demonstrated instructional leadership as they each worked with their team members to facilitate and strengthen teaching practice across the key learning areas. In addition, each team developed a five week goal, known as a learning sprint, and worked together towards achieving their goals. Further collective efficacy across schools was strengthened as teachers and leaders worked with other schools in the Community of Schools in the Eastern Suburbs (CoSiES) on the new literacy and numeracy syllabus, led professional learning for early career teachers and led a project on numeracy for a group of schools.

Instructional leadership was strengthened throughout the year for school leaders with high impact professional learning. Leaders completed the Growth Coaching Leadership course as well as a course on Agile Leadership by Simon Breakspear. This resulted in leaders confidently leading learning with their teams on a five week cycle. All early career teachers were supported by their Assistant Principal and the Assistant Principal Curriculum Instruction throughout the year. The APCI, led targeted professional learning for all staff across the school with a focus on the implementation of the new literacy and numeracy K-2 and 3-6 syllabuses.

Goals for 2024 include: to continue to build efficacy as teachers collaborate to consolidate the implementation of the K-2 and 3-6 curriculum. Continue to strengthen teaching and learning by using the 5 week Learning Sprint cycles. We will also continue to broaden our relationships with the schools in the CoSIES network.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• High impact professional learning on numeracy and literacy which has a positive impact on student growth.	Teachers participated in high impact professional learning on numeracy and textual concepts. This resulted in teachers implementing new concepts and practices to challenge students. Professional learning continued with the 4Cs, who delivered learning on collaboration. Teachers also worked together as they implemented Learning Sprints, a five week cycle with a focus on specific areas of practice to strengthen student outcomes.
Collective efficacy is strengthened as teachers learn together, mentor each other and share best practice.	Teachers collaborated both within the school and across schools on professional learning on the new K-2 and 3-6 syllabuses, textual concepts and numeracy. Teachers wrote new teaching programs, implemented them on a trial basis and refined them. They then collaborated and mentored others to share best practices by conducting demonstration lessons and team teaching. This strengthened collective teacher efficacy across the school and resulted in improved student growth and engagement.

Leaders practise instructional leadership within their teams to improve student outcomes.

Leaders received high impact professional learning and tools to support their implementation of instructional leadership. Throughout the year they worked in cycles to use data to reflect on best practice to improve student outcomes and engagement.

Purpose

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

Initiatives

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

- Wellbeing and Engagement
- Connected Community

Resources allocated to this strategic direction

Socio-economic background

Per capita

Low level adjustment for disability

Integration funding support

Aboriginal background

Summary of progress

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

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences are monitored closely and support given when needed. A focus on student individual goal setting was embedded into student learning to ensure that all students are challenged and all adjustments lead to improved learning. All programs are differentiated to cater for all levels of learning from High Potential and Gifted to students with learning challenges.

Community connection was strengthened with the provision of a variety of in person and webinars to provide information regarding how students learn in the classroom. These included: the Grow Your Mind positive mental health program, Cyber safety for families, supporting your child in reading at home and preparing children for the next school year. Many events were organised to include parents so they feel welcome and can form connections with each other and the school. The highlight of the year were our two concerts, showcasing student creativity, dance and collaboration with the community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Wellbeing</p> <p>TTFM Wellbeing data (advocacy, belonging and expectations for success) target will reflect an increase to a target of 94.1%.</p>	<p>Wellbeing practices are at the core of what we do at Rose Bay Public School. Grow your Mind was implemented in 2023 to address student mental health and to develop self regulation strategies for our students. Based on the TTFM data, we continued to use the You Can Do it Program to develop students' social and emotion wellbeing and to promote student advocacy and belonging. Year 6 playground buddies was continued as another successful program giving our Year 6 students additional leadership opportunities, thus supporting all students to experience a lunchtime where they have different choices and activities to engage in with their peers.</p> <p>Data indicates a reduction in playground incidences and students are using the language of our programs. In 2024 the school will continue to implement</p>

<p>Wellbeing</p> <p>TTFM Wellbeing data (advocacy, belonging and expectations for success) target will reflect an increase to a target of 94.1%.</p>	<p>both Grow Your Mind and You Can Do It programs. As a result of teacher survey data, a whole school scope and sequence for these programs will be introduced.</p>
<p>Attendance</p> <p>The school target is 93.3% for students attending >90% of the time.</p>	<p>In 2023 our attendance data demonstrated an uplift of 16.99% of students attending greater than 90% of the time. Attendance was monitored throughout the year by the Learning Support Team and when needed support from the Home School Liaison Officer was given.</p>
<p>Our school community strives to enhance community connection. 'Parents feel Welcome' data from the TTFM survey will increase to a mean of 8.2.</p>	<p>Parents feel welcome, included and informed about their child's learning at Rose Bay Public School. They feel they have a voice and can re-establish the connection to the school after two years of restrictions due to COVID. The school will continue to consult and provide opportunities for parents to be partners in their child's learning at Rose Bay PS.</p> <p>In 2023 we continued to enhance connection with families with many events held. The highlights of the year were the dance concerts for children in Years K-6 and the sportathon. Events such as these built a sense of community and celebrated student learning across the Key Learning Areas. The class parent scheme was successful and data showed more parents were involved and informed this year to support fundraising and school activities. The school continues to promote excellence by providing updated brochures and information sessions and tours for prospective parents.</p> <p>in 2024 the school will continue to look at ways to inform and connect our parents and community so we can succeed, flourish and grow together.</p>
<p>All students' learning and wellbeing needs are identified.</p> <p>Learning and behaviour plans continue to be modified and implemented according to student needs.</p> <p>All programs continue to be differentiated to meet the personalised learning needs of each student ensuring an uplift in student engagement.</p>	<p>In 2023 over 160 children received targeted professional learning support, including targeted support for our High Potential students. The school targeted Year 1 students below benchmarks with reading support and BEAR programs. Additional staffing was used to support programs for reading and mathematics in Years 1 and 2 enabling small group tuition and team teaching opportunities. The target areas for Stage 2 & 3 were mathematics and reading. Our High Potential and Gifted numeracy program was extended in Term 2 to cater for the needs of the students. SLSO supported students with integration funding and implemented programs such as Multilit to identified students.</p> <p>All students benefitted from the additional support with assessment data showing growth in both reading and mathematics. NAPLAN data in numeracy showed significant improvement in the top two bands of numeracy. This support will continue in 2024 with the focus remaining on Stage 1 support and high potential and gifted students.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$32,095.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing to implement targeted learning to identified students . <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - new arrival students' needs being met as a specialist teacher worked collaboratively with teachers to make adjustments to teaching and learning programs, provided in-class support and intensive withdrawal support for identified students. - students demonstrated measurable growth along the EAL/D learning progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the continuation of New Arrivals support within classrooms and withdrawal support where needed - continuing to collaborate with teachers to adjust teaching and learning programs to support the development of students' English language proficiency.
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Rose Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <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 • employment of staff to provide additional support for students who have high-level learning needs • regular meeting with stakeholders regarding individualised learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the employment of teachers to work with students to ensure that they can participate equitably in learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to evaluate and strengthen our programs and support strategies, adjusted to the students' needs.
<p>Socio-economic background</p> <p>\$5,228.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rose Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$5,228.53</p>	<ul style="list-style-type: none"> • these funds were pooled with other funding to provide additional staffing to implement support to identified students with additional needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students who received targeted support demonstrated an improvement in reading and/or numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide literacy and numeracy support for all targeted students to support their learning growth.
<p>Aboriginal background</p> <p>\$734.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rose Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • to purchase quality texts based to support students' rich understanding of on Aboriginal seasons. This learning was linked to our Year 3-6 dance concert. • employment of an Aboriginal Elder to increase students' understanding of indigenous perspective on seasons. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - deepening of students knowledge and understanding of Indigenous seasons. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to integrate Indigenous perspectives authentically into learning.
<p>English language proficiency</p> <p>\$112,056.44</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to provide intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Identified students received targeted English support within the classroom and targeted students were withdrawn for intensive English learning when needed. Teachers were supported with the support of a specialist teacher to develop and deliver differentiated programs targeted at students' needs. This resulted in measurable growth for targeted students along the EAL/D learning progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to cater to students' needs by providing our targeted programs.
<p>Low level adjustment for disability</p> <p>\$126,849.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Rose Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$126,849.75</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • targeted students are provided with an evidence-based intervention Multilit reading program to increase learning outcomes. • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of additional staff to provide targeted support to students who are identified as high potential and gifted students in numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Data throughout the year demonstrated an increase in student growth towards achieving personalised goals. - Students who were identified as High Potential numeracy students demonstrated growth along the numeracy continuum. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to evaluate programs and provide additional literacy and numeracy support for targeted students. - extending our programs for High Potential students to include other learning areas.
<p>Professional learning</p> <p>\$30,004.70</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Collective Teacher Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging 4Cs, a specialist education company, to deliver professional learning on collaboration • staff received specialised professional learning from the Primary English Teachers' Association on the new literacy syllabus. • engaging a consultant from Mathematics Association NSW to lead professional learning with staff on the numeracy syllabus. • providing teacher relief for staff engaging in professional learning on the new syllabus with the CoSiES network • course costs for the Executive team to undertake professional learning in leadership. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - measurable growth in literacy and mathematics - the development of evidence-based literacy and numeracy teaching programs for the new syllabuses - leadership practices strengthened <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued engagement of external experts to lead targeted professional learning which promote student growth. - to continue to support consolidation of the implementation of new syllabuses.
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$93,392.35</p>	<p>improve teacher quality and enhance professional practice at Rose Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective Teacher Efficacy <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 • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - teachers gained knowledge and understanding of the new English and mathematics' syllabus - teachers' capacity in teaching numeracy and textual concepts was built - teachers' collective efficacy continued to be strengthened as teams collaborated on Learning Sprints focused on improving student outcomes. <p>After evaluation, the next steps to support our students will be: continue to provide opportunities for teachers to strengthen and refine their practice collaboratively to improve student outcomes.</p>
<p>COVID ILSP</p> <p>\$12,094.89</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staff were employed to implement and monitor targeted learning to identified students in small groups. <p>The allocation of this funding has resulted in the following impact: students in the program demonstrated significant progress along the continuum of learning towards their personalised goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to offer such targeted intervention programs and monitor their impact.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	267	248	233	225
Girls	288	275	232	207

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.7	96.5	90.5	93.5
1	96.4	95.7	92.8	93.9
2	96.6	95.8	89.2	94.6
3	95.7	95.3	90.3	92.4
4	96.0	94.7	89.0	92.4
5	96.0	94.0	89.1	90.9
6	95.8	94.1	86.0	91.1
All Years	96.2	95.3	89.6	92.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	14.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	3.62

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	585,476.73
Revenue	5,039,602.34
Appropriation	4,536,203.58
Sale of Goods and Services	6,792.15
Grants and contributions	471,847.07
Investment income	24,459.54
Other revenue	300.00
Expenses	-4,976,401.04
Employee related	-4,266,759.81
Operating expenses	-709,641.23
Surplus / deficit for the year	63,201.30
Closing Balance	648,678.03

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.

	2023 SBAR Adjustments (\$)
Targeted Total	52,505
Equity Total	244,869
Equity - Aboriginal	735
Equity - Socio-economic	5,229
Equity - Language	112,056
Equity - Disability	126,850
Base Total	3,301,912
Base - Per Capita	121,021
Base - Location	0
Base - Other	3,180,891
Other Total	453,081
Grand Total	4,052,367

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

Students

The Tell Them From Me (TTFM) survey measures student engagement, categorised as social, intellectual and institutional engagement.

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

Our students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour

The TTFM survey information articulates that students feel our wellbeing program ' Grow your mind' has supported them in their emotional and social wellbeing. student comments' The wise owl helps me make better decisions both at school and at home', I use the sifting Sooty to stay focused when my teacher is explaining tasks.'

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. Our students indicated a positive sense of belonging and high participation in sports and clubs.

Parents

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

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

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

Rose Bay Parents valued the opportunities to visit the classrooms and attend various events. Sessions for supporting student learning were well received with a focus on Mathematics and reading parent workshops.

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

Teachers

Teachers professional learning has focused on the introduction of the new English and Mathematics curriculum. Teachers feel supported

Teacher surveys responses regarding professional learning reported strengths in collaboration, new syllabuses learning opportunities and innovation in technology.

Responses indicated that a team culture exists as they work together to provide common learning opportunities for students as well as a learning environment that promotes goal setting, feedback, student engagement and improved student outcomes. Technology is available for all students and teachers use it in authentic ways from K-6.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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