

2023 Annual Report

Rosemeadow Public School



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Introduction

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

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

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School vision

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

School context

Rosemeadow Public School is located in Campbelltown, in South Western Sydney and has a Family Occupation and Education index (FOEI) of 142. The school has an enrolment of 682 students which includes 17% Aboriginal students, 42.9% from an English as an Additional Language or Dialect (EALD) background and three Multi-Categorical support classes. The school's staffing entitlement is 28 classroom teachers and 10 executive staff. The majority of executive staff have been in their positions for over five years. There are 6 early career teachers. The school receives significant equity funding that is used primarily to improve Literacy and Numeracy outcomes.

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

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

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
QTSS release
Beginning teacher support
Refugee Student Support
Integration funding support
New Arrivals Program
Socio-economic background
English language proficiency
Low level adjustment for disability
Aboriginal background

Summary of progress

In 2023 RPS has made significant progress towards achieving this Strategic Direction. The following activities were undertaken;

Excellence in Aboriginal Education

AEO worked closely with executive and teachers to build cultural knowledge this was done through targeted professional development on country. The Deputy and AEO strengthen connections to community through regular yarning groups and through community events with the Aboriginal dance and Digeridoo groups performing at key community events. This resulted in improved relationships with parents and students.

Quality Structured Literacy & Numeracy Session

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

Professional Development, both internal and using departmental resources was given on the forthcoming curriculum change in 3-6 and to support the implementation of curriculum change in K-2. Staff understanding of curriculum reform documents is evident in classroom practice and pedagogy.

Speech pathology services were employed to aide students whose speech issues were impeding their access to literature. This was focused on kindergarten and year 2 where the need was greatest. This resulted in targeted students improving their engagement with the curriculum.

Attendance

Attendance was monitored regularly by an executive and discussed with parents. Rewards systems have been strengthened to monitor and reward attendance.

For Strategic Direction One future directions include;

- Professional Learning will continue to be delivered around the new curriculum, with appropriate resourcing being

- extended throughout the school catering for the expansion of the new units into 3-6 classrooms.
- Staff will be upskilled in unpacking key data sets to inform teaching and learning programs. Staff meetings will provide professional development in data analysis and programming.
- Strengthen the speech pathologist program to expand the number of students with high needs to access the program.
- Evaluate support given to Aboriginal students and adjust current programs to better suit the needs of students and community. Professional development for teachers should focus on Aboriginal perspectives in the classroom.
- Refine and strengthen successful attendance initiatives by streamlining rewards systems.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point. 	PAT testing indicates 75% of students achieved growth in numeracy from Term 1 to Term 4.
At least 73.2% (lower bound system-negotiated target) of students attending school over 90% of the time during Semester One.	The percentage of students attending greater than 90% of the time was 56.7% which demonstrated a 9.2% increase from 2021.
All students can demonstrate Reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	PAT testing indicates 67% of students achieved growth in reading from Term 1 to Term 4.

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

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning
Socio-economic background
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction

Summary of progress

In 2023 RPS has made significant progress towards achieving this Strategic Direction. The following activities were undertaken;

Continuous improvement through best practice

APCI's have worked with colleagues from local schools to unpack data, share resources and explore best practice. APCI's have utilised resources and professional learning from the alliances to support curriculum implementation in the areas of Mathematics, Reading Fluency and to strengthen whole school assessment practices. This has resulted in improved teacher pedagogy in and supported improvements in reading K-2 and mathematics 3-6.

Wellbeing Practices and Processes

Students with additional needs are supported in a variety of ways such as in-class SLSO and Learning Support and Wellbeing groups. 28 access requests have been written this year, with 9 successful students receiving either IFS or support unit placements and 16 awaiting panel. Wellbeing programs have been successful overall with over 68 students participating in a range of targeted lunchtime wellbeing groups and 19 students partaking in Mentoring.

Approximately 20 students have participated in respite camps. 11 families have utilised the school-based health initiatives in lieu of the WHIN program.

Partners in Learning

76 children attended Leapfrogs transition to school throughout the year, with 12 targeted students who participated in the social skills group involving additional transition time. 3 local preschools were involved in the transition to school programs. 43 families (47 children) participated in Lily pads playgroup in 2023. Parent workshops were run, this will be continued next year and aimed to target more parents from P-6. Parents were surveyed during the year with mostly positive feedback. Transition groups have allowed staff to put supports in place prior to beginning school to best meet the needs of Kindergarten students, children are able to engage more quickly with learning due to exposure to school behaviours in leapfrogs.

For Strategic Direction Two future directions include;

- Next year we would like to share the findings of the APCI alliance with all staff and create opportunities for classroom teachers and Assistant Principal's to visit other sites to strengthen their knowledge and build networks.
- A future direction around wellbeing would be to track students who have attended the respite camps and ask students to provide feedback on the impact of the camps. Due to the success of implementing an internal WHIN

(Wellbeing and Health in-reach Nurse) role of responsibilities, it will continue in some capacity in 2024.

- Transition programs have been effective and will continue next year.

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
Trending towards "Excelling" in the element of "Curriculum" as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Curriculum with evidence of some of the elements reaching excelling.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school as measured in the Tell Them From Me survey (TTFM) increasing to 89%.	The TTFM survey measures Expectations for Success, Advocacy and Sense of Belonging at school at 78.81% which is below the expected target. The school has implemented a number of initiatives to improve our results in the survey.
Trending towards "Excelling" in the element of "Learning Culture" as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.

Strategic Direction 3: Accountability and collaboration to maximise student engagement

Purpose

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

Initiatives

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

- Student Engagement
- Accountability and Collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
Aboriginal background
Low level adjustment for disability
Socio-economic background
Per capita

Summary of progress

In 2023 RPS has made significant progress towards achieving this Strategic Direction. The following activities were undertaken;

Student Engagement

AEO (Aboriginal Education Officer) made strong connections with our Aboriginal students and the community. Many families made contact through the AEO who is able to support families. Cultural groups have been conducted twice a week throughout most of the year. PLP's were completed in term 1 for all identified students which resulted in positive internal and external data for Aboriginal students. The Aboriginal Education committee organised professional learning on country, community events throughout the year and opportunities for feedback at yarning groups.

The management plan created an opportunity for consultation with the school community on resourcing and budgeting, this allowed all stakeholders to be included in school funding decisions.

Accountability and Collaboration

The Implementation team meet regularly throughout the year. Professional development for staff was researched, planned and implemented across the year focusing in on the new curriculum and evidenced based pedagogy. The assessment schedule was implemented across the year ensuring key data was collected to provide evidence of impact and strengthened all teachers ability to plan implement and evaluate high impact teaching and learning programs. Teachers received shoulder to shoulder support within the classroom to build effective teaching practices.

Information sessions for parents and the community were conducted and well received with positive feedback.

For Strategic Direction One future directions include;

- An AEO will continue to support students, staff and community. It is recommended that a schedule of learning within cultural groups be developed and communicated to staff and community. By informing parents and community it is hoped that the parents' talents and cultural knowledge can be utilised within cultural groups.
- Implementation team to continue to provide support to teachers across K-6 in building knowledge, skills and confidence.
- Build instructional leadership to support teachers to analyse data and improve teaching and learning.

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
Trending towards "Excelling" in the theme of "Instructional Leadership" as measured in the Schools Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Instructional Leadership with evidence of some elements of excelling.
Proportion of students captured in the TTFM survey in the area of "Students who are interested and motivated" is increased to 68%.	The TTFM survey identifies the school has met our target for 'Students who are interested and motivated'. The school has implemented a number of initiatives to improve our results and achieve 68% in the survey.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,084.96</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"> • Quality Structured Literacy & Numeracy Session <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 • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Partnerships between the school and the parents/carers has been strengthened. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Continue to strengthen relationships and connections between home and school
<p>New Arrivals Program</p> <p>\$9,424.00</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 Rosemeadow 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"> • Quality Structured Literacy & Numeracy Session <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <p>Targeted intensive support for new arrival students. All EAL/D students monitored on learning progressions by classroom and expert teacher.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$320,794.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rosemeadow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Quality Structured Literacy & Numeracy Session <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 and behaviour needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of PLSPs and

<p>Integration funding support</p> <p>\$320,794.00</p>	<p>OOHC plans</p> <p>The allocation of this funding has resulted in the following impact: -Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. -All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students.</p>
<p>Socio-economic background</p> <p>\$1,072,202.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rosemeadow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Quality Structured Literacy & Numeracy Session • Attendance • Wellbeing Practices and Processes • Partners in Learning • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement group interventions for supporting and extending students in mathematics and reading. • Resources to support the implementation of literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: -An improvement in the wellbeing and confidence levels of targeted students as evidenced by teacher observations, notes, and parent feedback. -Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. -Literacy and numeracy programs and resources, to support teaching, learning and assessment.</p> <p>After evaluation, the next steps to support our students will be: -To continue successful reading, writing and mathematics interventions for individuals and groups of students. -Continued employment of additional teachers for wellbeing, literacy and numeracy intervention. -To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.</p>
<p>Aboriginal background</p> <p>\$170,633.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rosemeadow Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Excellence in Aboriginal Education • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$170,633.13</p>	<ul style="list-style-type: none"> • Additional School Learning and Support Officers (SLSO) time was provided to support students with engagement activities and reading skills. • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement and student attendance, and supporting students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The funding has allowed for cultural education for both students and teachers to be delivered. - Community consultation and engagement to support the development of cultural competency. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.
<p>English language proficiency</p> <p>\$182,239.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rosemeadow Public School.</p> <p>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"> • Quality Structured Literacy & Numeracy Session • Wellbeing Practices and Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional learning, with the EAL/D teacher guiding teachers how to plan lesson and assess progress using the EAL/D learning progressions. • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Increased staff awareness of EAL/D practices with additional professional learning. -To provide professional learning in planning and delivering evidence-based, explicit teaching programs that support English language proficiency.
<p>Low level adjustment for disability</p> <p>\$354,852.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Rosemeadow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Quality Structured Literacy & Numeracy Session • Wellbeing Practices and Processes • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students

<p>Low level adjustment for disability</p> <p>\$354,852.63</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Employment of a speech pathologist to provide targeted support, this has led to improved expressive and receptive language in targeted students. - Employment of specialist teachers to provide differentiated student support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -To continue to employ a speech pathologist to provide targeted support. -Engage additional staff to provide targeted interventions.
<p>Professional learning</p> <p>\$51,408.17</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rosemeadow Public School.</p> <p>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"> • Quality Structured Literacy & Numeracy Session • Continuous improvement through best practice • Wellbeing Practices and Processes • Accountability and Collaboration • Student Engagement <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 teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in the evidence-based pedagogy and classroom practice. - K-2 staff have a solid understanding of the new syllabuses and associated teaching practices. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional professional learning to support staff with the implementation and teaching of new syllabuses. -Supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis. practice.
<p>QTSS release</p> <p>\$149,262.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rosemeadow Public School.</p> <p>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"> • Quality Structured Literacy & Numeracy Session <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$149,262.05</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Improved staff confidence and quality teaching practice. -Improved student results, including high achievement in NAPLAN. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continued shoulder to shoulder support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. - Continued professional development to meet teachers needs to provide quality lesson using the new syllabus. - To increase confidence of staff when using data in the development of teaching and learning programs.
<p>COVID ILSP</p> <p>\$432,321.48</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"> • employment of teachers/educators to deliver small group tuition • purchasing of evidence based resources to enhance the delivery of small group instruction <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Targeted students showed improved reading skills and comprehension. -8% increase in year 1 phonics screener results <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	373	374	350	364
Girls	372	372	362	312

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.4	90.4	85.8	89.9
1	89.8	92.8	86.8	88.2
2	90.1	92.5	87.2	90.8
3	90.3	90.8	87.6	90.4
4	89.4	91.3	86.0	89.3
5	91.9	89.8	84.8	87.8
6	90.2	91.4	83.6	89.1
All Years	90.2	91.2	85.9	89.3
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.



School PBL characters promoting attendance

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	27.73
Learning and Support Teacher(s)	2
Teacher Librarian	1.2
Teacher EAL/D	1
School Counsellor	1
School Administration and Support Staff	7.26

*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	463,982.32
Revenue	10,135,099.68
Appropriation	9,791,340.44
Sale of Goods and Services	91,968.31
Grants and contributions	213,985.58
Investment income	21,255.46
Other revenue	16,549.89
Expenses	-9,856,040.58
Employee related	-8,391,269.10
Operating expenses	-1,464,771.48
Surplus / deficit for the year	279,059.10
Closing Balance	743,041.42

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	251,111
Equity Total	1,779,928
Equity - Aboriginal	170,633
Equity - Socio-economic	1,072,203
Equity - Language	182,240
Equity - Disability	354,853
Base Total	5,567,085
Base - Per Capita	189,334
Base - Location	0
Base - Other	5,377,751
Other Total	912,113
Grand Total	8,510,237

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.

In 2023, Rosemeadow Public School was named as a High Performing School in NAPLAN.

Parent/caregiver, student, teacher satisfaction

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

Students were given numerous opportunities throughout the year to 'have their say' on programs, resources and events at the school. This included the Tell It From Me Survey, student forums and participation in the School Representative Council. Students requested new soccer nets which were purchased. Students also requested more areas to play basketball and a brand new basketball court was established.

The school receives considerable support from the P and C in various activities. Parents also supported the Mothers' and Fathers' Day stalls that provided opportunities for students to purchase gifts. Members of the P and C helped facilitate the Vision screening for the majority of our students and the program offered free glasses to students who needed them. Other activities that were supported by the P and C include Zone Sporting Carnivals and merit selection panels. The P and C partners and advocates for school in all areas that has led to an increase in parent participation and shared decision making.

Parents and community members were consulted at various times throughout the year during morning teas, community forums, surveys, and informal meetings. As a school we pride ourselves on a friendly environment where students, parents and community are always greeted with happy faces and welcoming classrooms. The majority of parents gave positive feedback about how approachable staff are and the extra curricular activities opportunities provided to their children. The school received outstanding feedback around its first Illuminate event, with over 1000 community members attending the school event. Over 70% of parents stated they were satisfied with learning updates provided by teachers.

Rosemeadow Public School will continue to encourage communication and openness across the entire staff and community.



Illuminate RPS



New Basketball Court

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.

Other School Programs (optional)

Rosemeadow Public School celebrates positive behaviour and uses PBL as a whole school behaviour approach.

There is a special 'Trouble Busters' team who help our students remember and follow our rules. Each of the characters have their own slogan and reinforce the three school rules. The characters are: Resilience Ranger, Maid of Manners, Captain Consideration, The Dancing Queen of Self Esteem, Lady Learn a Lot, The Nutrition Ninja.

A PBL focus is introduced weekly and positive behaviour is rewarded throughout the school community through raffle tickets, merit awards, PBL badges and nominations and special PBL reward days.



PBL Trouble Busters