Rosehill Public School
Annual School Report 2014
School context
Rosehill Public School is located in Sydney’s western suburbs, four kilometres from the Parramatta CBD and has close associations with Sydney’s early days. The school is located near the site of Sydney’s first farm established by James Ruse in 1789 and the original school building erected in 1886 is still in use today.

Rosehill Public School serves a culturally diverse community. In 2014 the school had an enrolment of 560 students (K-6) and 80 part-time students who attend a pre-school located in the school grounds.

The school places an emphasis on teaching literacy, numeracy and technology skills. All students are encouraged to succeed. Students from language backgrounds other than English and those experiencing learning difficulties are supported by a team of specialist support teachers. The school promotes a strong student welfare policy which provides a stable and ordered environment within which all students have the opportunity to learn effectively and to behave responsibly.

The school is committed to building all students’ capability to be confident, connected and actively involved lifelong learners who participate equally and fully in all activities, gaining the fundamental academic and social life skills for future success.

Students are provided with opportunities to develop their skills in extra curricula activities including sport, art, dance, choir and performing arts, while social responsibility and co-operation are also emphasised.

The school teaches all students skills related to the ‘You can do it!’ social/emotional program, focusing on the five keys to success: confidence, getting along, persistence, resilience and organisation.

Principal’s message
It has been a successful year full of wonderful achievements from our students, staff and community. It was a great pleasure leading the school in 2014.

Our highly dedicated teachers have worked extremely hard throughout the year with continuous professional learning to benefit the teaching and learning in classrooms for our students.

Our professional office and non- teaching staff continue to provide quality service to our community.

I would like to thank our school community for their continued support of our school and our programs and for their commitment to the education of their child. Effective partnerships between school and home provide enhanced learning opportunities for our children and are vitally important to support success. The addition of a Community Hub program in 2014 has increased partnerships with our community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Jennifer Cenk (Relieving Principal 2014)

P & C message
It has been a privilege to represent the community as President of Rosehill Public School P&C association. It has been a very complex and responsible role but at the same time extremely rewarding. The P&C provides a very important role in the school and community. It promotes interest in the school, bringing the parents,
students, teachers and local community together in close cooperation.

The P&C continued to support the school banking at Rosehill Public school. This profitable programme ran each week. School banking is teaching our students lifelong saving habits by encouraging them to save on a weekly basis. In addition to this, the P&C also held a Mother’s Day stall, a Father’s Day stall, a Ladies Night Out, a Christmas Raffle and helped with the SRC discos throughout the year.

Though fundraising is an important aspect of the P&C, we also work towards the needs of students and the school environment. We have donated money to Rosehill Public School to go towards classroom resources, sports uniform, technology and the end of year presentation assembly.

It has been a fantastic year with lots of changes within and around the school. It has been a very busy year for P&C at Rosehill Public School in 2014.

I would like to thank the executive of the P&C for their involvement over the past year. Thank you to all the volunteers for their timely support and participation in various fundraising events throughout the year. The school community acknowledges the effort of one and all. Last but not the least; I would like to thank the office staff for their utmost help at all times to support the P&C.

All parents are welcome to attend our meetings at school, as we value parent/carer contributions to make great changes to the school and your child’s education.

Thank you

Samiksha Shah President P&C-2014

**Student information**

**Student enrolment profile**

The school’s enrolments have continued to grow. An additional class was formed in Term 2 2014, taking our classes to 23 K-6. We also have 80 part-time pre-school children attending our preschool weekly. There are 2 classes in the preschool bringing the total number of classes within the whole P-6 school to 25.

There continues to be a high percentage of new migrant students enrolled, this being their first Australian school. The mobility factor amongst students is also high.

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**Student attendance profile**

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**Management of non-attendance**

Families are expected to provide an explanation when their child is absent from school and are encouraged to make a courtesy call to the school on the morning of their child’s absence.
Parents/carers of students who have been away for more than two school days without notice are contacted by the school as are families of students who have a series of absences. They may be referred to the Department’s Home School Liaison Officer should issues with their child’s attendance be ongoing.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

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<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>19</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>2</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7</td>
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<td>Total</td>
<td>42</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are 42 staff members working at the school both full-time and part-time with one staff member being from an indigenous background.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Professional learning and teacher accreditation
In 2014 teachers continued to participate in Teacher Professional Learning to support the achievement of school targets and the professional learning goals of our teachers.

The professional learning courses in 2014 focused on our priority areas of literacy, numeracy, ICT and science. In particular, intensive professional learning was provided through modules in workshops to assist with the implementation of the Mathematics and Science syllabi and the New Focus on Reading 3-6.

All staff members were also provided with training on child protection, and cardio-pulmonary and resuscitation techniques and awareness (CPR).

One of our Term 2 School Development Day activities was in conjunction with a group of local schools called the ‘Parramatta Learning Community’ with a focus on the area of Numeracy with the introduction to the implementation of the new English syllabus.

In 2014 30% of our teachers are accredited by the NSW Institute of Teaching.

Beginning Teachers
In 2014 we had four new permanent teachers appointed to Rosehill PS. Each teacher was allocated funds to support their adjustment to teaching in their first year of teaching under the ‘Great Teaching, Inspired Learning’ initiative.

Beginning teachers developed an Individual Professional Learning Plan tailored to their needs under the guidance of a teacher mentor.

Our school ‘Supporting Beginning Teachers Initiative’ supported our beginning teachers through:

- participation in a school induction program;
- mentor guidance and coaching;
- participation in whole school and personalised professional development internally and externally to the school;
- collegial support, modelling and demonstrations through peer lesson observations, lesson demonstrations, cooperative planning and workshops to develop their teaching practice.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<tr>
<th>Date of financial summary</th>
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<td>Global funds</td>
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<td><strong>Total income</strong></td>
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| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 52807.20   |
| Excursions                | 62119.35   |
| Extracurricular dissections| 93882.27   |
| Library                   | 9582.36    |
| Training & development    | 5460.68    |
| Tied funds                | 225843.15  |
| Casual relief teachers    | 120242.00  |
| Administration & office   | 76806.37   |
| School-operated canteen   | 0.00       |
| Utilities                 | 49939.97   |
| Maintenance               | 22470.48   |
| Trust accounts            | 120230.95  |
| Capital programs          | 0.00       |
| **Total expenditure**     | 839384.78  |
| **Balance carried forward**| 453407.72  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

LITERACY

Early Stage 1/Stage 1
2014 has been a year of refining many literacy programs and extensive professional learning for teachers. As a result, Early Stage 1 and Stage 1 staff members have implemented teaching and learning that reflects the new English curriculum.

Stage 2
Across Stage 2, staff were up skilled with the new English K-10 syllabus and began implementing units of work based on the new conceptual programming. Literacy skills were taught through all Key Learning Areas.

Stage 3
Students have shown increased engagement and motivation when participating in a variety of speaking roles across Key Learning Areas. They have had the opportunities of preparing and presenting speeches to their peers and participating in role plays, partner discussions and drama skits for the Rosehill concert. These teaching ideas, along with explicit instruction in the use of active listening strategies, have enhanced reasoning skills, comprehension, communication, and negotiation skills among students.

Speaking and Listening

Early Stage 1
When students begin the formal years of schooling, they arrive in Kindergarten with many varied skills and experiences in their literacy learning journey. Exposure to English is very different for each student, and it is our responsibility to assess, plan and implement teaching and learning programs that support and extend our students.

Communication is an essential skill for students to develop and they are provided with many opportunities to communicate with others in both formal and informal situations.

For those students who arrive at school with minimal knowledge of the English language, the support of the EAL/D teachers is paramount to ensuring vocabulary development and opportunities for familiarisation with common phrases and experience in discussion with peers and teachers.

The speaking and listening program involves set weekly NEWS topics that complement the
teaching and learning occurring in all Key Learning Areas, with the aim to front load students with vocabulary and knowledge to share during class discussions and learning experiences.

There are extensive opportunities for varied peer interactions such as whole class, pair and small group interactions aimed at developing communication, negotiation, cooperation and collaboration and presentation skills amongst students.

It is through the explicit teaching of listening skills in the form of literacy games and other activities that have been instrumental in assisting students develop the ability to hear phonemes, which has filtered through their reading and writing.

**Stage 1**
Stage 1 students have learnt how to communicate with a range of people in both informal and guided activities. They have practised skills of interaction and have become aware that communication needs to be adjusted in different situations, e.g. when speaking to a peer, teacher or in front of an audience. Students have learnt to use turn-taking, questioning and making a comment to expand on ideas in class discussions. They have had regular opportunities throughout the year, both formally and informally, to deliver oral presentations on a variety of topics to an audience, which has built confidence in oral language and presentation skills. Students have also developed their listening skills by listening for specific purposes and information, including a set of instructions.

**Stage 2**
Stage 2 have benefited from teachers’ professional learning about the impact of classroom dialogue for student learning. There has been a real emphasis in systematic planning and programming for talking and listening.

Students have shown increased engagement and motivation when taking up a variety of speaking roles across Key Learning Areas. They have taken part in popular devices that support and extend dialogue in the classroom. Some tools include, ‘think, pair, share, ‘knees to knees’, ‘he said/she said’ and “I wonder”. These teaching ideas, along with explicit instruction in the use of active listening strategies, have enhanced reasoning skills, comprehension, communication, and negotiation skills among students. Not only has talk like, “because”, “I think”, and “I agree with...” been observed, but students have used this in order to discuss and justify their own opinions as well as the opinions of others.

Students have delivered informal and formal talks involving recounts and explanatory or persuasive topics and have learnt about presentation skills necessary for delivering a speech. In addition, students have engaged in activities to help their understanding of information presented orally through the use of multimedia texts and audio.

**Stage 3**
Stage 3 students presenting a prepared speech to their class closely link with English and HSIE outcomes. Students were encouraged to use 21st century learner skills, developed over the year, to present using a form of technology.

In 2015, Stage 3 will provide increased opportunities for students to speak in front of a group, engage in public speaking activities, and impromptu speaking.

**Reading**

**Early Stage 1**
Our third year of the Get Reading Right program, has produced very pleasing results across Early Stage 1. Get Reading Right is an explicit and systematic synthetic phonics program, where students focus on learning the 44 phonemes (sounds) of the English language. Students develop skills in synthesising listening for and blending sounds to make words, enabling children to read.

An essential part of this program is being able to identify and read irregular, high frequency words (we call them camera words) which are essential to help children progress in reading development. Through the implementation of
explicit, regular, repeated sessions of the GRR program and through the support of great hands on and ICT resources, students are developing outstanding foundational reading skills.

Through participation in daily modelled, guided and independent reading experiences, students are explicitly taught to use their developing phonemic and phonological knowledge to decode word, read for meaning, self-correct and read with expression and fluency.

The students take part in a successful and highly motivating home reading program that encourages daily home reading and celebrates regular reading with recognition of students who read for 100 nights. As a member of the Reading Club 100, students are given a book and acknowledged in front of peers, resulting in increased enthusiasm to read each night.

**Stage 1**
Stage 1 students have gained skills and strategies to fluently read, view and comprehend a range of texts on a wide variety of topics. Students have continued to learn reading strategies to help decode text and to improve fluency and expression. Comprehension strategies, known as “the super six”, have been explicitly taught to assist students in understanding the text read. Reading is integrated into all areas of the curriculum and also incorporates visual and multimedia texts. Stage One students have been very active participants in the Home Reading program, which helps them to practise and consolidate their reading skills.

Stage 1 students have also participated in the Get Reading Right synthetic phonics program. They have increased their knowledge of more complex sounds and improved their ability to blend words. This has aided decoding skills.

Year 1 students needing extra support in reading have had the opportunity to participate in the Reading Recovery program, which consists of individual tuition on a daily basis.

More than 72% of Year 1 students are reading at or above Reading Recovery Level 15.
Over 76% of Year 2 students are reading at or above Reading Recovery Level 20.

**Stage 2**
Stage 2 focused primarily on increasing student learning outcomes in reading comprehension. Students have participated in direct instruction using the Super Six Comprehension Strategies. The importance of explicit instruction and the use of specific teaching tools for Making Connections, Predicting, Questioning, Monitoring, Visualising and Summarising have been highlighted this year. This has provided observable changes in student understandings of texts read and viewed. Classes across are using common language associated with the comprehension strategies and students have shown improved engagement in modelled, guided and independent reading. In addition, groupings have become more flexible to cater for the diversity of learners and their individual learning needs.

Students are encouraged to read often and are well-resourced to engage in reading at home for example, through the use of: Lexile levelled texts for home reading where benchmark incentives such as Reading Club 100 books were rewarded to students. Students also had access to an online website Reading Eggspress where they can read on-line texts at home in either their lexile or age range.

**Stage 3**
Stage 3 has continued to focus on the visual literacy component of the new English syllabus. This has been achieved by studying the English concepts of Isolation, Gender Stereotypes and Advertisements. All Stage 3 teachers have been upskilled in the strategies used by competent readers using the Focus on Reading Program. The Super Six strategies including Monitoring, Questioning, Predicting, Summarising, Visualising and Making Connections have been used to improve student reading competence.
In 2015, Stage 3 teachers will embed Focus on Reading (Super 6 comprehension Strategies) into all English programs across the stage and will consolidate their understanding of the continuum and English syllabus to develop further unit of work that incorporate the new Science and History syllabi.

**Writing**

**Early Stage 1**
There is a great need for all Early Stage 1 students to write daily in order to practice and improve their writing skills. Through a variety of modelled, joint and individual writing experiences, and have written texts to inform, entertain and persuade the reader. In order to cater for the individual skills and needs of students, writing tasks are differentiated by providing varied levels of scaffolding to support each student.

Through regular modelled, joint and individual writing sessions, students focus on using phonemic awareness to blend sounds, use sight words/camera words, use punctuation such as full stops, capital letters and question marks and effectively use finger spaces in their writing. Early Stage 1 children are encouraged to and develop strategies of re reading personal work and self-correcting where possible, as this is an essential skill for students moving into Stage 1.

Introducing students to the correct formation of upper and lower case letters is paramount when teaching writing, and explicit handwriting sessions are implemented to ensure students have the correct pencil grip, posture and accurate formation of letters as they write.

**Stage 1**
In Writing, Stage 1 students have practised planning, composing and reviewing a small range of simple imaginative, informative and persuasive texts on familiar topics. They have become familiar with the purpose, structure and language features of each type of text and there has been explicit teaching of correct spelling, grammar, punctuation and sentence structure. Students are beginning to understand the process of planning, drafting and publishing texts and that visual information such as diagrams and maps can support texts. Students have been encouraged to reread and edit their writing for spelling, punctuation and grammatical errors. All Stage One classes use computer technology to produce texts, using a variety of programs, such as Microsoft Word, PowerPoint and Publisher. The literacy continuum has been used to assess student writing levels and to guide teacher programming.

**Stage 2**
Students in Stage 2 participated in modelled, guided and independent writing activities to create imaginative, creative, informative and persuasive texts.
Explicit activities focused on the structure and appropriate use of language associated with a range of literary and factual texts. Students also responded to a variety of multimodal texts through their writing.

The purpose of writing has also been highlighted as students wrote for particular audiences. Some topics included excursion/event recounts, narrative writing, discussion writing, poetry, procedural writing, written diary entries and book reports.

In Stage 2, students have been learning or consolidated the use of joined letters when writing in NSW Foundation Style.

**Stage 3**
Stage 3 students have been using different organisational plans for writing. This has included the Jigsaw Method of expert and home groups to research Democracy and John MacArthur. The students have been engaged in writing tasks for specific audiences and purposes.

In 2015, Stage 3 will embed criteria based assessments for writing, the K-10 literacy continuums as a key element in teaching and learning programs and ensure that programs are
differentiate to cater for the needs and various stages development of students across the stage.

**NUMERACY**

**Early Stage 1**
The Numeracy focus this year continued to be a focus on developing early numeracy skills in order to ensure students develop strong foundational understandings in Mathematics. Early Stage One staff spent time undergoing professional learning in the implementation of the new Mathematics curriculum.

It is through real life, hands on Mathematics experiences that students develop an understanding of mathematical concepts such as number, space, measurement, patterns and algebra and chance and data. Students have played mathematical games and taken part in differentiated tasks and have had the opportunity to apply their knowledge and work mathematically in challenging experiences.

The numeracy continuum has been used to assess and monitor student understandings and skills in Mathematics and it has been used to guide the teaching and learning that occurs in the classroom. This, with the TEN (Targeting Early Numeracy) program, has been effective in developing early numeracy strategies, creating a strong foundation for students.

4% of students are working at the Emergent level
58% of students are working at the Perceptual level
30% of students are working at the Figurative level
8% of students are working at the Counting On and Back level

**Stage 1**
Stage 1 students have demonstrated substantial improvement in their numeracy levels, through regular lessons using interesting number games and hands-on activities with concrete materials, as well as written work. Students have learnt to use a variety of mental number strategies to aid quick recall of number facts. They are also participating in regular counting and number pattern practice. Stage 1 students have demonstrated increased confidence in using appropriate mathematical language to describe and explain concepts in all strands of Mathematics, including number, data, measurement, space and geometry.

Students have continued to participate in the TEN (Targeting Early Numeracy) program to develop early arithmetical strategies. Regular hands-on activities using a variety of resources such as cards, dominoes and dice have improved addition and subtraction skills and helped students develop more effective strategies.

More than 90% of Year 1 students are working at a Figurative or higher level.
Over 83% of Year 2 students are working at a Counting-on or back level.

**Stage 2**
Across Stage 2, staff has been upskilled with the new Mathematics K-10 syllabus and have trialed particular units. Staff will be implementing the new syllabus in 2015.

Throughout all Mathematical Strands (Number, Patterns and Algebra, Measurement and Data, and Space and Geometry) Stage 2 students have been involved in teaching and learning activities to ask questions and use appropriate mental or written strategies, and technology, to solve problems. They have been learning to apply appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain reasoning.

Problem Solving has been a focus with the use of prompts for analysis of questioning used in word problems.

Due to the diverse range of individual student requirements in Stage 2 Mathematics throughout strands, a variety of approaches were used to meet the needs of students.
• Planning for differentiation of activities within the classroom.
• Maths groups streamed according to student ability.
• Regular and ongoing assessment. This means students may move from group to group throughout the year.
• A Mathematics Group where students require support in mathematical metalanguage. This resulted in smaller classes overall.
• Intervention and extra support was provided by Learning Support Teachers as well as Learning Support Officers.

Stage 3
The continuation of our Stage ability grouping for the teaching of Mathematics was again successful. In 2014, the groups were taught from the new NSW Syllabus from the New Australian Curriculum. Stage 3 has followed the school’s initiative with each student completing a mathematical ‘Problem of the Day’ relating to the lesson taught.

In 2014, we incorporated the Australian Securities and Investments Commission program ‘MoneySmart Teaching’ into the real life experience of running a stall at the school fete. Through ‘MoneySmart Teaching’, Stage Three students were taught how to:

- Understand the language of money and navigate the consumer and financial landscape;
- Understand risk and reward and exercise consumer rights and responsibilities; and
- Develop a range of enterprising behaviours.

In 2015, Stage 3 will align stage assessment with the new Mathematics syllabus; continue to develop understanding of the new Mathematics K-10 syllabus to develop a new scope and sequences and Continue to implement “Mathletics” (a computer based numeracy development program).

Stage 3 Highlights 2013:

Student Leadership
Providing opportunities for the development of leadership skills has been a focus for 2014. A rigorous process of nominations, student profiles, campaign speeches, elections and inductions has been developed to ensure the democratic selection of students into these highly respected and sought after roles. During 2014, the student leadership team has increased their profile and leadership skills in a number of ways:

- Coordination and organisation of assemblies;
- Attended and assisted with the planning and presentation of community events such as the Parramatta Historical Society History Week and the Young Leaders Day highlighting their dedication in representing our school with pride and enthusiasm.

For those students not holding a formal leadership position, numerous other leadership opportunities have been made available. Programs have included, supporting students in the playground through our school’s Play Leaders program, organising and managing a stall at the fete along with participating in our annual school camp.

Another avenue for leadership exists in the sporting arena through captaining one of our sport houses. House captains assist in the organisation of sporting events and carnivals and accept awards on behalf of their house and present speeches. They also organise and lead their house on carnival days.

The Year 6 students were fortunate to be sponsored by the school’s P&C Association to participate in the Cardio Pulmonary Resuscitation course again this year.
Innovative Practices for 21st Century Learners

- Used iMovie and educational Apps to support teaching and learning programs across all Key Learning Areas.
- Use of iPads and computer technologies to research and complement teaching practices.

In 2015, Stage 3 will continue the use of multimedia texts across all Key Learning Areas.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select G0to access the school data.

Other achievements

Performing Arts

Whole School Concert

2014 was the year of our bi-annual Whole School Concert. This performance provided all students K-6 the opportunity to showcase their talents and perform on stage at a world class venue - Riverside Theatre. Once again the concert was a great success with the night being a sellout. This year’s concert, ‘That’s Entertainment’ provided a variety of items in music dance and drama.
### Sydney West Dance Festival

**Senior Dance Group Year 5 & 6**

Students in the Senior Dance Group demonstrated their dedication, enthusiasm and talent throughout 2014. They gave up one lunch time a week to learn and practice routines choreographed by Miss Dabbs and Mrs Rollins. For the first time, Rosehill Public School’s dance group auditioned for Sydney West Dance Festival. The Senior Dance Group was successful in auditioning for this festival and performed a matinee and night performance at Penrith Panthers.

### Celebrating the Arts

In 2014 Mrs Stubis entered her class item in *Celebrating the Arts* and they were successful at audition. 1 Strawberry, pictured below, performed to the song ‘Watching Your Garden Grow’ choreographed by Mrs Stubis. Our senior choir was also successful and performed in ‘Celebrating the Arts’ under the guidance of Miss Jackson. We were very proud their talent and performance on the night.

In 2014 Rosehill had some outstanding results in Sport. These are across all sports and had many students represent the Auburn District in the Regional Carnival. Rosehill won 2 PSSA competitions and started a new sport.

In Swimming, Flinders won the swimming carnival and Rosehill finished 4th in the District Carnival. This was our highest placement for many years. Camille, Aisha, Aaminah, Ashlea and the Senior Girls Relay Team all qualified for the Regional Team.

In Cross Country, Ashlea won her age race at District. Ashlea, Sharneik, Lochlan and Ashley made the Regional Carnival.

In Athletics, Flinders won the athletics carnival and Rosehill finished 9th in the District Carnival. Rosehill organised the carnival and was well complimented on its success. Rayven, Tiana, Ashlea, Carla, Ashlea and Muskan all made the Regional Team.

In Summer PSSA, Rosehill won Senior Cricket. Krish’s outstanding performance greatly assisted the team to a very successful season. The Senior Girl Softball also won the competition. The junior cricket team made the final. Rosehill also had teams in Boys Softball, Aussie Rules and T-ball.

During the winter, Rosehill entered a girls League Tag Team for the first time. This was to compliment the Boys League Tag team. The Senior Girls Netball finished the regular season in first place and finished the season as runners up. The Senior Newcombe Ball team made the semi-final, but rain robbed them the opportunity of making the final. Rosehill also had a Senior and Junior Soccer Team.
UNSW Australasian Schools’ competitions

Students participated in the UNSW Australasian Schools’ competitions with the following results.

<table>
<thead>
<tr>
<th></th>
<th>Participation</th>
<th>Credit or Merit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>78</td>
<td>34</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>59</td>
<td>50</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Science</td>
<td>64</td>
<td>32</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Significant programs and initiatives—Policy

Improving Literacy and Numeracy National Partnership

2014 was our second year as part of the ‘Improving Literacy and Numeracy National Partnership’ (INNP) initiative. During 2014 we received funds to the amount of $49 000 from the Commonwealth government to participate in the ‘Improving Literacy and Numeracy National Partnership’ (INNP) initiative. The emphasis of the program was to; improve literacy outcomes; to impact the quality of teacher professional learning programs and improve the quality of whole school teaching practices and student outcomes across the school.

The strategies implemented included:

- The continuation of a new whole school approach in teaching comprehension K-6.
- Training new and additional staff in the New ‘Focus on Reading’ Phase 1.
- Training for the school leaders/ trainers in the Phase 2 of the ‘New Focus on Reading 3-6.’
- Employment of a teacher one day a week in Semester 2 to train and oversee the professional learning needs of our teachers, including embedding sustainability for the future.

- Assessment and plotting of students using the literacy continuum for teaching programs and tracking students.
- The purchase of resources (School Magazines) to support ‘Focus on Reading’.

Aboriginal education

Rosehill Public School is committed to Aboriginal Education. We aim to provide all students and staff with opportunities to develop deeper understanding of Aboriginal history and culture through the implementation of different educational programs.

The school believes in increasing cultural awareness for all staff and students and improving educational outcomes for Aboriginal and Torres Strait Islander students. Personalised learning plans are developed for all our Aboriginal students.

The school is implementing the Aboriginal Education and Training Policy and national action plan.

Acknowledgement of the land is an integral and vital opening component of all school assemblies.

Multicultural education and anti-racism

Rosehill Public School continues to support students from more than 45 different language groups. 89.5% of students are from a language background other than English (LBOTE). This diversity is seen by the staff and community as one of the great strengths of our school.

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. The school continues to be dedicated to creating a learning environment that is free from discrimination, racism and harassment.

Teaching and learning units within the curriculum include the teaching of different cultures, their customs, festivals and celebrations.
Anti-racism procedures are known by all staff and incidents of racism are addressed using appropriate strategies through our school ARCO representative.

Our ‘English as a Second Language teachers’ (ESL) developed specific programs to support English as an Additional Language/Dialect (EAL/D) Learners who come from non-English speaking backgrounds using a variety of strategies including team teaching, supporting groups of students and peer support.

The school continues to review the effectiveness of its ESL programs, its support structures and the way it engages both students and different cultural groups in the life of the school. Ongoing professional learning has been provided to ensure that all staff members are aware of the needs of students and the community. Teachers have had professional development on the EAL/D Learner.

Significant programs and initiatives – equity funding

Aboriginal background

Rosehill Public School enrolments include one Aboriginal family with an identified indigenous background. A Personalised Learning Plan was developed to meet the learning needs of our Aboriginal students, including, supporting the improvement of literacy and numeracy skills. Additional resources were allocated to students when required.

At Rosehill Public School we work hard to develop and sustain a positive and inclusive school culture and to develop strong partnerships with the community.

Socio-economic background

Our school enrolments include students from low socio-economic backgrounds. We have implemented various initiatives to support our students across the school, including: additional in class support for students, purchase of quality classroom resources and materials and teacher professional learning. These programs support increased levels of engagement and quality teaching and learning across the school.

Rosehill Public School has high expectations of our students, staff and community reinforcing this message in all areas of the school. We all work towards achieving our best including the five keys to success: confidence, getting along, persistence, resilience and organisation.

Low level adjustment for disability

In 2014, the students with learning support needs (low level disability) were supported through personalised learning and support programs. Programs were tailored to meet the needs of our students and included: the employment of School Learning and Support Officers supporting students in the classroom and/or the playground, the employment of a Learning and Support Teacher for an additional day in Term 4 to work with targeted students, the provision of speech therapy for targeted students and individualised and/or group programs for students requiring additional support.

Other significant initiatives

ICT (Information and communication technologies)

In 2014, with the school continuing to expand in numbers, we purchased an LCD interactive television package for the new classroom. This board serves the same purpose as an interactive whiteboard. It is a portable device that can be moved around the classroom and used in multiple lesson structures. Wi fi access points were also installed into the new classroom.

The network and hardware systems have continued to be improved and maintained this year including the replacement of several older projectors for IWBs. Problems are attended to as promptly as possible. Several committee members have been trained to assist with troubleshooting.
The T4L rollout of new computers saw the installation of new desktops into classrooms ensuring each classroom has three student workstations working efficiently. The rollout also included three student laptops which are currently being utilised within small group activities for research purposes using the wi fi access points installed in 2013.

A school wide plan for updating technology across the school has resulted from the data collected from the audit begun in 2012.

This year the school has continued its push into the 21st century with the donation by the SRC of 10 new iPads bringing the total to 28. This then allows 25 iPads to be used in classrooms and 3 for EAL/D and support withdrawal groups. Class teachers have embraced this technology and are regularly using the iPads within their classrooms. The iPads are regularly updated and maintained by multiple committee members throughout the year.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- School Priority Team evaluations;
- Ongoing executive evaluations;
- Parent/carer, student, and teacher satisfaction survey.

School planning 2012–2014:

School priority 1

Student attainment and wellbeing

Outcomes from 2012–2014

- For all students to achieve their full potential – academically; socially, emotionally and physically.
- Provide opportunities for all students to engage in learning.
- School teaching staff use the Quality Teaching Framework to develop quality teaching/learning programs.
- Targeted intervention occurs for students at key transition points – Preschool; Kindergarten; Year 3; Year 5.
- Students learn in a safe, secure environment displaying the five keys to success from the ‘You can do it!’ program.

Strategies to achieve these outcomes in 2014:

- Refinement of Positive Behaviour for Learning systems.
- Student acknowledgement for effort and achievement through reward systems within the school.
- Ongoing professional development for teachers with reference to the Quality Teaching Framework.

Evidence of achievement of outcomes in 2014:

- Quality Teaching Framework embedded in teaching and learning programs
- Transitions from key transition points successful.
- Students linking their learning and development to the 5 keys to success.

School priority 2

Curriculum and assessment

Outcomes from 2012–2014

- Implement the new syllabus incorporating the Australian curriculum;
- Provide student-centred, innovative learning programs for 21st century learners and learning within the quality teaching framework; and
- Implement quality teaching and assessment practices catering for learning diversity.

Strategies to achieve these outcomes in 2014:

- Teacher participation in professional learning modules on the new syllabi in Mathematics and Science.
• Professional learning sessions, including lesson demonstrations and observations, sharing of resources and units across the school.
• Professional learning sessions and sharing of units and resources across the Parramatta Learning Community.

Evidence of achievement of outcomes in 2014:
• Implementation of flexible and differentiated teacher professional learning for English, Mathematics and Science and Technology Syllabi for the Australian Curriculum.
• Implementation of macro conceptual programming linking our key learning areas evident in teaching and learning programs.
• Teachers critically analysing Best Start/PLAN/NAPLAN data and pre and post testing of teaching and learning programs to ensure highly differentiate and engaging learning opportunities for our learners that embed 21 Century practices.

School priority 3

Literacy

Outcomes from 2012–2014
• School-based data will show each student achieving individual learning goals in relation to State and Regional targets;
• Improved literacy outcomes are evident as a result of targeted literacy programs; and
• Effective partnerships with parents/carers to promote literacy.

Strategies to achieve these outcomes in 2014:
• Implementation of new English curriculum syllabus and ongoing professional learning and mentoring with classroom teaching and learning programs and strategies.
• Embedding Focus on Reading, the Quality Teaching Framework and Get Reading Right strategies across the school.
• An additional Reading Recovery teacher to be appointed to the school.

School priority 4

Numeracy

Outcomes from 2012–2014
• Increase levels of numeracy achievement for every student in line with state and regional targets; and
• Strengthen numeracy learning through the effective use of a range of assessment strategies.

Evidence of achievement of outcomes in 2014:
• 63% of students in Year 3 achieved in the top 3 bands in Numeracy.
• The percentage of the children in Year 5 achieving proficiency in Numeracy was equal with the state.

Strategies to achieve these outcomes in 2014:
• Focus on working mathematically across the school and a problem of the day in each class to explicitly teach problem-solving strategies.
• Continuing to teach Newman’s Prompts and embedding the Super Six Comprehension Strategies across the school.
• Expand the use of the computer software program *Mathletics* both in the classroom and at home for teaching and assessment purposes.

**School priority 5**

**ICT (Information and communication technologies)**

**Outcomes from 2012–2014**

• Innovative technology usage will enhance learning in every classroom; and

• Increased competency levels will be demonstrated by staff and students with a range of technology tools.

**Strategies to achieve these outcomes in 2014:**

• Professional learning to support teachers with 21st Century learning, including team teaching, lesson observations and demonstrations.

• Maintain and improve network and hardware systems within the school.

• Purchase of new technologies (hardware, software, peripherals) to support teaching and learning programs.

**Evidence of achievement of outcomes in 2014:**

• Evidence of increased confidence and use of technology in classrooms to support 21st Century Learning.

• The purchase of 10 new Ipads to support technology use in classrooms.

**School priority 6**

**Environmental Education**

**Outcomes from 2012–2014**

• Students and staff have greater awareness of environmental factors and actively involve themselves in environmental concerns and activities; and

• Manage and reduce waste, conserve energy and continue to conserve water within all areas of the school.

**Strategies to achieve these outcomes in 2014:**

• Embedding and further enhancing current environmental practices across the school

• Further develop our *Rosehill Rangers Program* to include a range of new activities to engage students with the environment within the school and the community.

• Plant trees and shrubs to improve the environment.

• Promote approaches to manage and reduce waste and conserve energy and water within all areas of the school.

**Evidence of achievement of outcomes in 2014:**

• Participation in activities outside the school supporting awareness of environmental issues in the wider community.

• Increased numbers of students attending *Rosehill Rangers* (student environmental group).

• Recycling, composting and worm farm program continuing to operate successfully within the school.

• Expansion of our planting program to include a green house.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students, Parents and Teachers were asked a series of questions about the culture of the school and their place in it, teaching and their sense of satisfaction, via an online Survey Monkey questionnaire. They were asked to respond with ‘Almost Always’, ‘Usually’, ‘Sometimes’ and ‘Rarely’ to statements. Responses of ‘Almost always’ and ‘Usually’ were regarded as positive results.

Responses are presented below.

87% of students, 90% of parents, and over 87% of teachers feel that we have a positive school culture at Rosehill Public School. Of particular
note, 69% of our students felt the school knew about them. The school will continue to develop student voice in future planning.

When asked about whether our parents support what is happening at our school, 40% of parents answered ‘almost always’. The school will develop strategies to encourage greater partnerships within our school community.

The satisfaction survey for Students, Parents and Teachers indicated that the school is very satisfied with the school atmosphere, relationships, opportunities for growth and the systems that support students. All scores given by parents on almost all items were in the high 80%.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

In 2014 community, staff and students were consulted through surveys, discussions and group meetings.

In excess of 120 parents attended meetings and contributed to discussions about the hopes and dreams for the future of their children and our school. Community Interpreters were provided and language backgrounds were grouped to support open communication.

Our future strategic directions are:

**Strategic Direction 1:** Quality Teaching and Innovative Leadership.

**Strategic Direction 2:** Engaging, Explicit, High Order, Differentiated, Personalised Learning.

**Strategic Direction 3:** Dynamic, Inclusive Learning Partnerships.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs Samiksha Shah – President – Parents and Citizens’ Association
Mrs Carmen Gaspersic - Assistant Principal
Mrs Yvonne Quinlan – R/Deputy Principal
Mrs Kristine Stubis – Assistant Principal
Mrs Sarah Balestriere –R/Deputy Principal
Mrs Leonie Marshman – R/Assistant Principal
Mrs Kerry Horn – ESL Teacher - R/Assistant Principal
Mr Luke Sherwood –Classroom Teacher - R/Assistant Principal
Mrs Jennifer Cenk – Relieving Principal 2014

Rosehill Public School
Prospect Street Granville NSW 2142
Ph: 9637 2202; 9637 2215
Fax: 9897 3367

**School contact information**

Rosehill Public School
Prospect Street Granville NSW 2142
Ph: 9637 2202; 9637 2215
Fax: 9897 3367
Email: rosehill-p.school@det.nsw.edu.au
Web: rosehill-p.schools.nsw.edu.au
School Code: 7444

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: