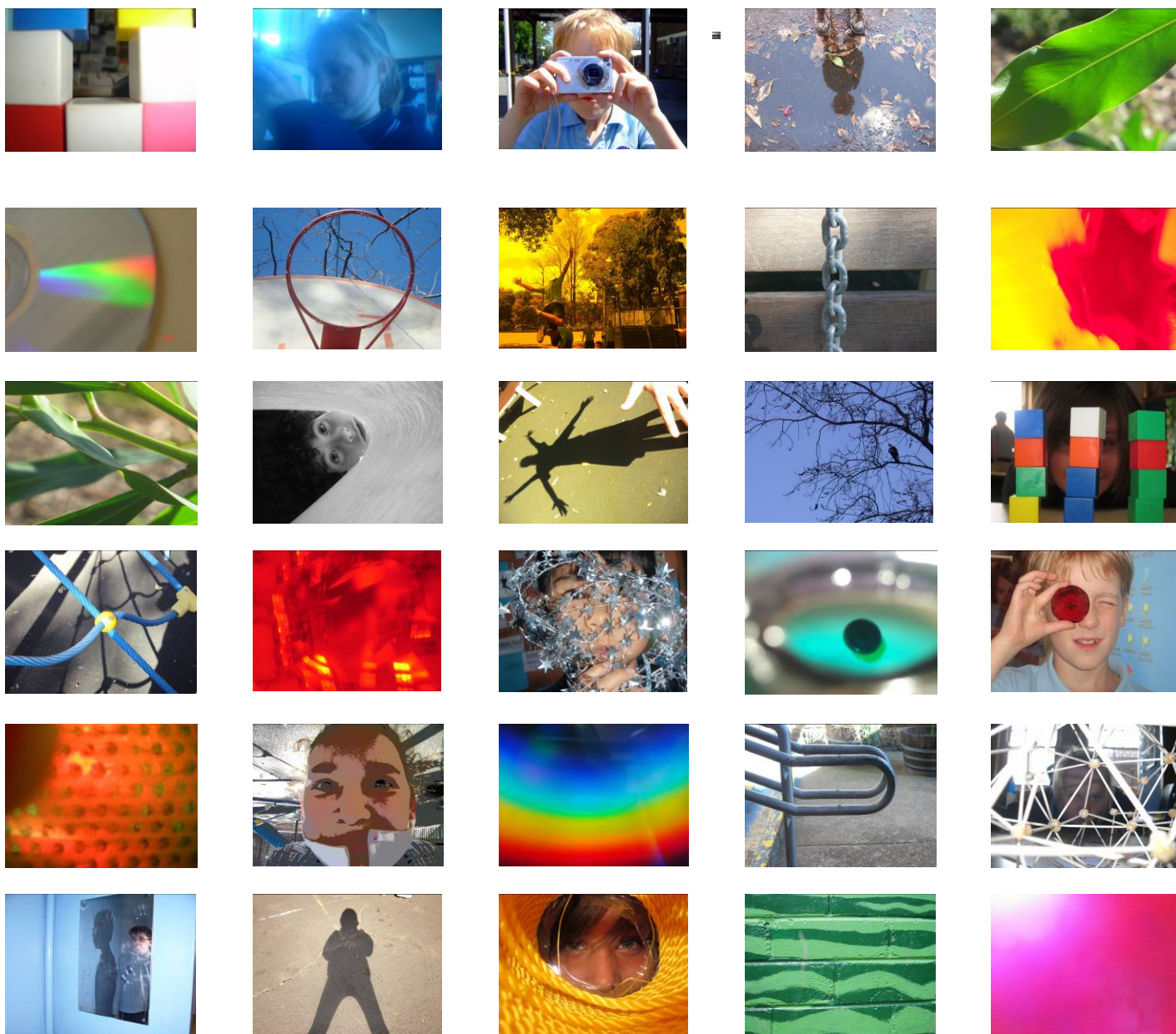


# 2010 Annual School Report Rozelle

NSW Public Schools – Leading the way



Cover art work by Rozelle Digital Photography Club  
2010

## Our school at a glance

### Students

Rozelle Public School is a gracious heritage building built in 1877. With an increased population of around 530 in 2011 Rozelle Public School has maintained its diversity with sixteen students from an Aboriginal and Torres Strait Islander background and 19% from a language background other than English with no dominant culture. The growth has been healthy in the early years and with four to five Kindergarten classes each year this anticipated growth will move through the school. We are pleased to welcome international students throughout the year which further enhances our diversity.

### Staff

All members of the teaching staff meet the professional requirements for teaching in NSW public schools.

Our restorative philosophy has ensured interactions are based on respectful relationships, respectful challenge and shared leadership and decision making. Staff includes a mix of early career teachers and experienced executive and much time is spent on mentoring, building positive relationships and fostering collegiality with an empowered and energetic staff always willing to embrace and lead new initiatives.

### Significant programs and initiatives

**Community Partnerships:** Rozelle has continued its strong partnerships, with the community participating in all school initiatives with a special partnership being the one with the Sydney College of the Arts; the whole school spent a day at the college engaging in activities with the artisans and enjoying a pleasant barbecue. We also loved our Book Character parade down Darling St, Harmony Day and Seniors' Day and the poignant ANZAC and Remembrance Day commemorations.

#### Ethics Trial

We were delighted to be part of the Ethics in Schools trial which was conducted in Term Two with nine other NSW schools. Parents were very enthusiastic about volunteering for the training

to enable them to conduct the classes as an alternative for those children not attending special religious education classes.

Parents were a driving force in ensuring the trial came to fruition and after independent evaluations the government announced that the Ethics in Schools program would be enshrined in law for future generations of children.

**Leadership:** Shared student leadership amongst children, staff and parents is a strong feature of our school. Buddy classes occurred throughout the school and active Student Representative Council senators joined the House of Representatives in our school parliament to improve the school and raise funds for numerous charities.

Our school leaders attended a UNICEF leadership conference at the Entertainment Centre and were inspired by a number of motivational speakers.

Additional leadership positions in various areas such as the environment, library, technology and fundraising teams were advertised and applicants were interviewed by our student leaders and staff.

The Student Representative Council held Bandaged Bear Day, Crazy Hair Day for Alopecia Awareness, Jeans for Genes Day, Daffodil Day, Pakistan Flood Appeal and Circus Berserkus as part of our Anti-Poverty Week initiatives.

**Whole School Transition Program:** Our Transition to school program was held successfully over three weeks for prospective Kindergarten students and included workshops for parents on a variety of topics to assist them in preparing their child for starting school at Rozelle Public School. As part of our whole-school transition program all students participated in transition lessons over three weeks in Term 4.

**Experts in Residence Program:** An expert in a special area is employed to team teach with the staff, exposing both teachers and children to best practice. During 2010 the focus areas included Sport in Schools, Yoga and Ceramics. A special ceramic frieze, measuring four metres in length and depicting the local area, was completed by all classes in the school and will be displayed in our new hall.

**Electives:** 2010 was an exciting year with the introduction of electives in Semester Two for students in Stage Two and Stage Three. The students had the choice of Sport, Art, Drama, Music, Digital Photography or Textiles.

**Student Wellbeing and Values Education:** Restorative Practices, the foundation of our school philosophy, have been embedded into the Quality Teaching Framework as a way of being and learning together. Other circle programs and Philosophy with Kids have been embraced on a whole school basis. A weekly Rainbow Circles group was conducted for those students suffering loss, grief or change in their lives.

### **Student achievement in 2010**

As a vibrant learning community we are committed to working together to enhance school improvement and quality outcomes for children. We are dedicated to relentlessly seeking quality and improvement.

In 2010 our achievements on external assessments (NAPLAN) are:

- Year 3 students continue to perform above the state average on all aspects of Literacy except Spelling, and on all aspects of Numeracy
- Extremely strong performance of Year 3 boys in Reading, Writing and Grammar and Punctuation, well above not only state but regional average achievement. Year 3 boys were 44 scale scores above the state average in the test aspect of Reading.
- 100% of Year 5 students meeting minimum standards in Numeracy and in all aspects of Literacy except Reading
- Very strong average performance by Year 5 in Writing, well above both the state and the region.
- Strong average growth from Year 3 to Year 5 in Writing. Year 5 boys demonstrated outstanding growth in this area, well above the state and the regional average.

## **Messages**

### **Principal's message**

I have had nine of the most wonderful years as Principal of Rozelle Public School, seeing it grow from 9 to 20 classes and I feel grateful to have worked with an amazingly talented and collaborative staff, some of whom have now moved on to experience new horizons and adventures. I love this school - its diversity, the people coming and going throughout the beautiful heritage building, the terrific children, amazing and talented staff and supportive, involved parents. You make what I call the 'heart and soul' of the school, the complete package which is lacking in some schools. It's gratifying to know that the heart of this school is pumping so healthily with a strong philosophy that has been embedded to create a happy and vibrant culture. It's always a bitter sweet moment when we farewell a staff member and I wish the wonderful Amber Peninton every happiness as she embarks on a new adventure in her new school in the Illawarra.

The present group of teachers and support staff is truly dedicated and continues to raise the bar for the wonderful institution of public education. I would be lost without my terrific office staff members who make every day so much fun. Our fantastic Out of School Hours Centre is part of the fabric of our school. Thank you to Andrea and Susan. It's been a pleasure working with you. I feel privileged to be part of such a supportive, dynamic and socially aware community as Rozelle Public School. Our journey on how as a whole school the students, staff and parents have learnt to use restorative language and practice to relate, think and learn together has been remarkable. The by-product of this change has been improved student achievement and the building of people as opposed to more and more "programs".

The strong global responsibility you all show is demonstrated constantly. Our Circus Berserkus efforts have brought our Federal member Tanya Plibersek out to acknowledge the children's efforts. Etched in my mind forever is that special morning when we gathered together to watch the Prime Minister's Apology to the Stolen Generation. The cheering on of our students with special abilities and needs at the

Athletics Carnival is also vivid in my memory. The year the boys all ran with Sam in his age race, crossing over the line together with Sam the winner is still a poignant memory. Our community is connected and I'm always reminded of that fact when we have our incredible annual fundraiser. These are not your typical fundraisers but a true example of a community coming together to laugh and play. Over the years I have loved them all, the SS Love Boat, Wild, Wild Inner West, Music Across the Universe and Viva Rozvegas and as you know I adore the parent band which has played at them all. Thank you Mr C & the HIP Keys with the gorgeous Restorative Justice Back Up singers and the brass section, the Doppler Effect. Speaking of music, this has been something I've so enjoyed seeing grow and flourish from the moment we began with one little training band. Thanks to former parent Claudia Taranto doing all the ground work, we now have 4 amazing bands. I want to take this opportunity to thank a generous, gracious and competent person in Leyla Nassif who has worked tirelessly to ensure the program has grown so successfully. Leyla has also been the recipient of the Runner Up Award as Canteen Volunteer of the Year. I will leave with gratitude to my talented staff, involved parent body, vibrant Out of School Hours Centre staff and the wider Rozelle community.

As I leave I am taking many of you with me. You will live on in my memories. I'll always remember the things we achieved together: the grounds redevelopment, the wonderful French Language program so rare in a primary school, Le Grand Petit Dejeuner, the many successful musicals, the smiles, the debates, end of year concerts, the Ethics trial with the project now enshrined in law, our philosophy program, a glass of wine at our friendly P&C meetings, support from the P&C executive including the fabulous presidents over the years and a new and successful canteen. Thanks to Robert Tiller our current president for all his wonderful support. I'm so proud that we have a magnificent hall, brand new toilets which for me are a highlight, a new playground, interactive whiteboards in every room and a sand pit house thanks to the amazing Campbell Baird who has toiled diligently in the background, especially assisting me with the hall construction. However at the end of the day they're just things,

and we know things don't matter but relationships do and that's what I'm ultimately, most proud of - the strong and binding relationships amongst children, staff and parents and the wider community. I've been asked what I'm going to do now. I'm going to do many things and very few of them conform to the notion of retirement. I am going to travel to places I've always wanted to go to and haven't been. I am going to read books that have been waiting on my 'must read' list for years. I will learn new skills, be with my dear family, play with my beautiful grandchildren, visit the theatre and art galleries, enjoy being around friends...In short, I plan to LIVE, LOVE, LEARN but with my passion for developing restorative and inclusive communities still burning in my belly. While I'm healthy I'll continue to promote that passion. I want to pay tribute to you all, my community, for your support, friendship and exemplars of what it is to serve faithfully and with humility. I will always remember our shared laughter, our joys as well as our struggles, the never-ending supply of biscuits in the staff-room to keep us all going. Thank you too, for the notes of appreciation, warm words of encouragement, gifts and cards and especially the beautiful gifts from the P&C. But mostly thank you for your sincerity and trust.

And lastly, I leave you with this thought. There is only ever one of each us: we are unique. We are neither better nor less than anybody else but rather the best or least of ourselves. I am still working on finding the best of me. It is an exciting, on-going journey. Thank you for being my travelling companions along a large and important part of my way. I am forever grateful for your stimulating company and the enormous collection of shared experiences indelibly printed on my mind. Rozelle's fabulous journey will continue with new principal Stephanie Searle at the helm. She is a wonderful educator and impressive leader and I know you will join me in making Steph feel very welcome as you did me. I wish all the very best to each and every one of you.

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.

**Lyn Doppler, Principal 2010**

## **P & C message**

2010 presented many challenges and achievements for Rozelle Public School. The strength of the community which integrates teachers, students, parents, carers and extends to the local community was central to a very successful year. The commitment we all have to make Rozelle Public school great, stems from the tireless leadership of Mrs Lyn Doppler, Principal. All the great things achieved in 2010 fell somewhat aside in December, when we learnt that Lyn was retiring at the end of the year. Lyn Doppler, over nine years, built through visionary leadership, a robust, co-operative and restorative culture that embodies the school motto – Live Love Learn. December became a time of mixed emotions for the Rozelle school community with Lyn's retirement news. This was a time of sadness and happiness. Sadness for losing a creative, empowering leader, who in one breath could manage the BER school hall project, mentor teachers and students and manage the needs of countless people. Happiness as we had a unique opportunity to celebrate with Lyn her achievements and be part of a wonderful transition to our new Principal, Ms Stephanie Searle. We all look forward to seeing Lyn again, and wish her a most deserved rest, success in new ventures and grand times in the future. With great excitement we would also like to welcome Ms Stephanie Searle to the job, congratulate her on the appointment and extend our support to her as we all get back into 2011.

Back to the simpler things in a typical year at Rozelle. The parent bands performed once again at many events including our annual fund raiser. This year the theme was casino, and the night was a great success, raising approximately \$28000.

The P&C had its own transition in 2010 with Mr Howard Packer moving on after three years as president and myself stepping into the President's role. Mr Stuart Waldon moved into the Vice President role. It is some time since this transition; however our thanks go to Howard for contributing so much of his time and energy to the school.

There are many amazing programs within the day to day of the children's school life at Rozelle, from music, bands, sporting carnivals, camps, fundraisers, chess, science, engineering

experiments, mathematics, writing, reading, running, laughing, learning, ROOSH and on the list goes.

So many people contribute with their specialist knowledge and skills - teachers, students, parents our wonderful ROOSH staff. They all give so much of themselves and their days to make outcomes for our kids excellent.

The P&C would like to extend a thank you to all who contribute to the vibrant and exciting environment Rozelle Public School gives our children and I would like to thank all the parents who attend and help the P & C. We meet every third Wednesday of each month. Do come along.

**Robert Tiller, P&C President**

## **Student representative's message**

For two years now I have been putting up the flags, leading morning lines, been to two young leaders' days and have taken many newcomers on tours around the school. Being involved in the school parliament has been one of the best decisions of my Rozelle days. During my eight years at Rozelle I have lost hundreds of hats and eaten thousands of sandwiches. I have been taught in eight different classrooms and had eight different teachers. Throughout all this I have only ever had one principal, Mrs Doppler in that same office all these years, now leaving us for a well deserved break. During all my eight years here the school has been involved in numerous Gala Days, musicals, sporting events, camps, science week, book parades, and Easter hat parades. That's just the tip of the iceberg. There has been stuff like writing workshops and ceramics. This is why Rozelle is such an awesome school. I am now leaving this school with great memories, friends and an education that has set me up for high school. I also have four terms' of Prime Minister under my belt - that's as much as John Howard. I am now at the end of my eight years here. It has been a wild ride and I am sad to see it come to an end. Before I finish I would like to shout out for Eamon for being a fantastic elephant in this year's Jungle Book production.

Thank you to all the pupils, teachers and OOSH staff at Rozelle for making my time here a fantasmagorical experience.

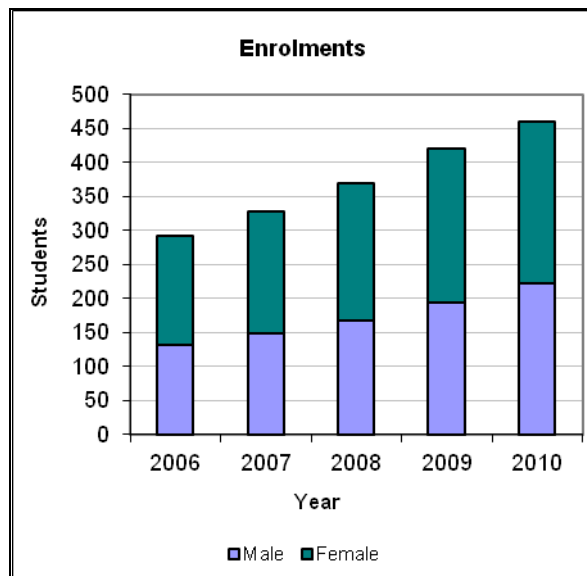
**Isaac Wallis, Prime Minister 2010**

## School context

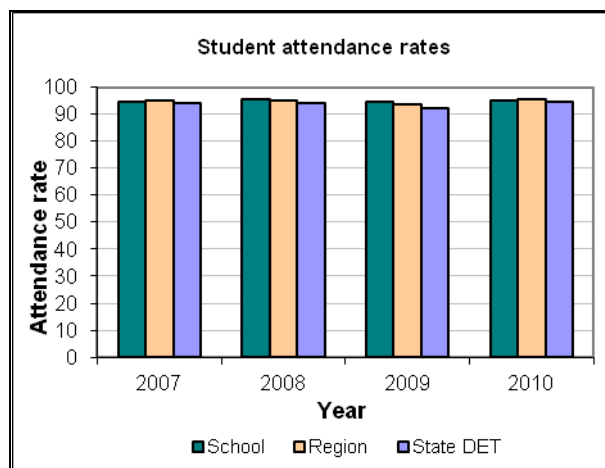
### Student information

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

### Student enrolment profile



### Student attendance profile



### Management of non-attendance

Student attendance is managed at the school by clear communication channels including phone calls and letters to ensure erratic attendance patterns are addressed in the early stages.

## Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
TASMAN	K	21	21
TIMOR	K	22	22
PACIFIC	K	22	22
SOUTHERN	K	19	19
MAWSON	1	20	20
MARMARA	1	22	22
KARA	1	22	22
JAVA	1	9	
JAVA	2	13	22
HEBRIDES	2	25	25
ISSYK KUL	2	24	24
GREENLAND	2	25	25
CARIBBEAN	3	14	
CARIBBEAN	4	11	25
CASPIAN	3	13	
CASPIAN	4	13	26
CORAL	3	11	
CORAL	4	13	24
CELTIC	4	14	
CELTIC	3	12	26
FLORES	3	11	
FLORES	4	14	25
BISMARCK	5	14	
BISMARCK	6	13	27
AEGEAN	5	15	
AEGEAN	6	9	24
BELLINGSHAUSEN	5	15	
BELLINGSHAUSEN	6	12	27
ARCTIC	5	13	
ARCTIC	6	10	23

### Structure of Classes

In 2010 students were grouped in Stages for Years 3 to 6 for sound educational reasons. The classes are parallel, comprising a cross section of abilities, social/emotional traits, and special needs. Students are grouped by ability across each Stage for Mathematics.

There were 20 classes and 1 Preschool class in 2010 organised in the following way:

Preschool - 1 class

Early Stage 1 (Kindergarten) - 4 classes

Stage 1 (Years 1 and 2) - 7 classes

Stage 2 (Years 3 and 4) - 5 classes

Stage 3 (Years 5 and 6) - 4 classes

## Staff information

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

Rozelle has a very stable and capable staff engaging in shared leadership opportunities and collaborative decision making. The many early career teachers are mentored and supported in a collegial environment.

## Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teachers	16
Pre-School Teacher	1
Teacher of Reading Recovery	0.525
Support Teacher Learning Assistance	0.3
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	0.4
Primary Part-time and RFF teacher	1.724
School Administrative & Support Staff	5.482
<b>Total</b>	<b>31.831</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 an indigenous School Learning Support Officer was employed for part of the year.

## Staff retention

87% of staff remained unchanged at the beginning of 2010. Two new Assistant Principals and four classroom teachers were appointed during 2010.

## Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	70%

## Financial summary

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

Date of financial summary:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	52021.00
Global funds	278219.30
Tied funds	158935.63
School & community sources	404885.50
Interest	8762.99
Trust receipts	28730.00
Canteen	0.00
<b>Total income</b>	<b>931554.42</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	100826.30
Excursions	57333.34
Extracurricular dissections	109812.91
Library	6581.94
Training & development	8581.87
Tied funds	176231.52
Casual relief teachers	84526.10
Administration & office	98852.97
School-operated canteen	0.00
Utilities	73093.89
Maintenance	33321.99
Trust accounts	33498.97
Capital programs	10970.00
<b>Total expenditure</b>	<b>793631.80</b>
<b>Balance carried forward</b>	<b>137922.62</b>

Teacher Professional Learning is included as an amount in Tied funds and is not represented here as Training and Development. (See Professional Learning section of this report for a summary of expenditure in this area.)

The school conducted two fundraisers during the year, a Walkathon and Spellathon, to raise money for additional learning support resources.

The school also receives income from the Rozelle Markets and ROOSH licence fees.

A new sand pit gazebo was built by parents and specific wish list items were purchased for individual classes.

Parents raised \$28000 from the Viva Rozvegas evening which will enable the additional class for

2011, the Preschool and the Library to have interactive whiteboards installed.

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the P & C and/or School Council. Further details concerning the statement can be obtained by contacting the school.

## School performance 2010

### Achievements

These are just some of our major achievements this year. In 2010 we:

- celebrated with our students who were successful in the Friends of Balmain Library Writing competition and congratulated overall winners Finlay Mackenzie and Imogen Biggins
- celebrated with the community and volunteers from Rozelle and other schools involved in the Ethics Pilot together with Education Minister Verity Firth at the successful law passed for the continuing of Ethics in Schools as an alternative for those not attending Special Religious Education
- celebrated a Deadly Award presented to Eric Honeysett by Ian Thorpe at the annual Deadly Awards
- congratulated Angus Eckstein as he received a Runner Up award for citizenship from Wests Leagues Club at Ashfield
- celebrated Lucas Knight's fantastic performances with the Australian Ballet
- celebrated the opening of our amazing sandpit house
- participated in the 'Bugwise' program run by the Australian Museum
- participated in a Walkathon and Spellathon fundraisers
- sang with children all over Australia as part of Radio National's Count Us In initiative
- enjoyed Knit and Natter with Ms Christie at the Neighbourhood Centre
- acknowledged the fine efforts of the OOSH team; and

- achieved the commencement of the new hall and the completion of the new toilet block and playground and completed installation of interactive smart boards in each classroom room.

### Arts

We have a strong emphasis on the performing arts with extra-curricular drama, music, singing and dance lessons occurring. We:

- celebrated with the Choir at the Opera House;
- visited the local indigenous and other galleries along Darling St;
- enjoyed performances by SSC and Sydney Girls' HS of special dramatic pieces;
- enjoyed a presentation of Tekee Tokee Tomak with Ros Dunlop about East Timor and fabulous workshops with Robyn Wild and author Bernard Cohen;
- congratulated Georgina Goldsmith as she participated in the Regional Dance Festival at the Seymour Centre;
- played in the Inner West Ensemble at Sydney Secondary College and Pioneer Park and celebrated with our 4 stunning concert bands
- were selected to show student art works at Operation Art with one piece selected to be shown globally





- participated in the Inner West and Premier's Debating Challenge
- participated with two teams in Tournament of the Minds
- performed for Education Week at Leichhardt Market Place with our choir and bands showcasing their talents
- joined other schools in Sydney Region for the Create East workshops and production
- participated in ceramics workshops and regional Primary Play Day and Dance Day
- held a Big Gig to showcase our musical & choral talents
- performed in the annual school musical, The Jungle Book.

### **Sport**

All children participated in the whole school program targeting the fundamental movement skills and participated in specialist Tae Kwon Do, Yoga and Sport in Schools program via the Experts in Residence Program.

In 2010 we:

- participated in interschool GALA Days twice a term
- were represented admirably by our students in Athletics and Cross Country at regional, zone and state levels
- took part in the Paul Sironen Rugby League 7s, Milo Cup and the AFL Paul Kelly Cup

### **Additional achievements**

In 2010 we:

- were the leading fund raising school in Australia for the Indigenous Literacy and Numeracy Project, raising \$4000
- welcomed 85 kindergarten students and new staff to our school
- created a circus and raised \$1800 for UNICEF's Universal Day for Change
- participated in Science Week with all students formulating an hypothesis around Biodiversity and testing it
- participated in ceramics workshops, Sport in Schools, Yoga, Drama and Dance workshops

- engaged in a whole school approach to Brain Gym
- celebrated World Tree Day by planting trees donated by parents
- held a major fundraiser Viva RozVegas through the P&C which assisted in the development of the installation of whiteboards in new classes and the Library
- held our highly successful Transition program for all students Preschool to year 6
- went to Myuna Bay Sport & Recreation Camp with S2 for outdoor education
- played chess each week in Terms 2 & 3 in the NSW Junior Chess League competition
- travelled to Canberra with Stage 3 to complement a unit of work on Democracy
- celebrated the graduation of Year 6 students who are ready to take on the next challenge in their lives

Most importantly, and above all, this year we have educated 495 students in 20 classes.

Congratulations to the students, staff and parents of Rozelle Public School.

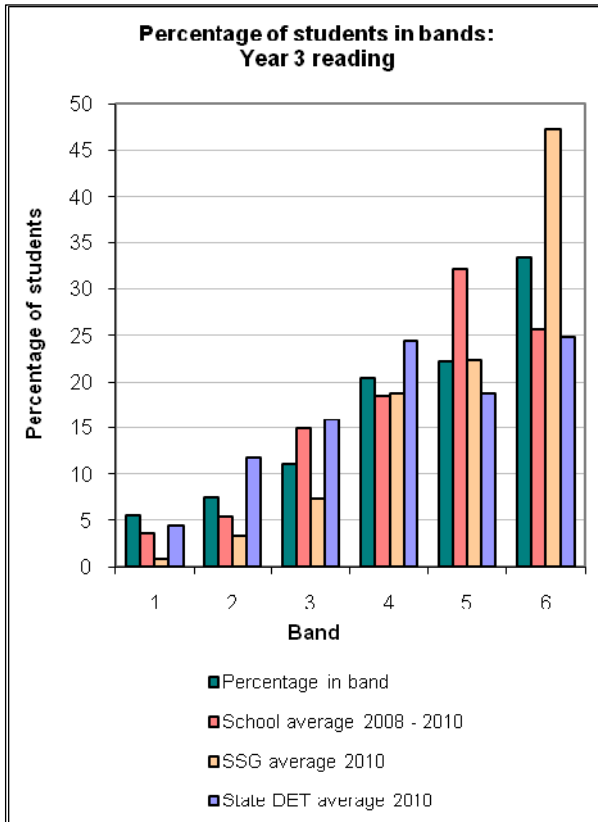
### **Academic**

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The following graphs indicate the percentage of students from Rozelle Public School in each achievement band in 2010. This is compared to the school's average performance over the past three years, as well as to the performance of students across the state and in a group of Similar Schools (SSG). This is a group of approximately 300 schools across the state considered to have similar school communities to Rozelle in terms of socio-economic status and geographical isolation. 55 Year 3 students and 57 Year 5 students completed the assessments.

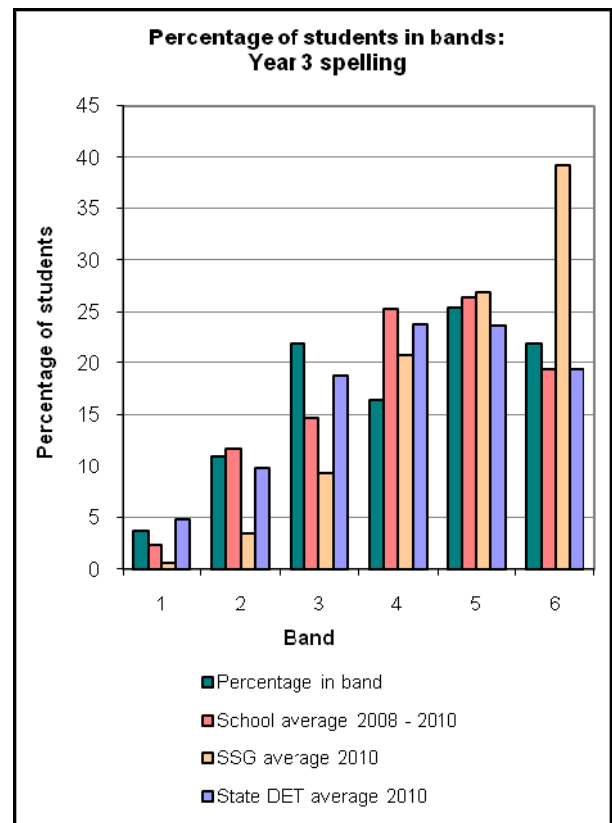
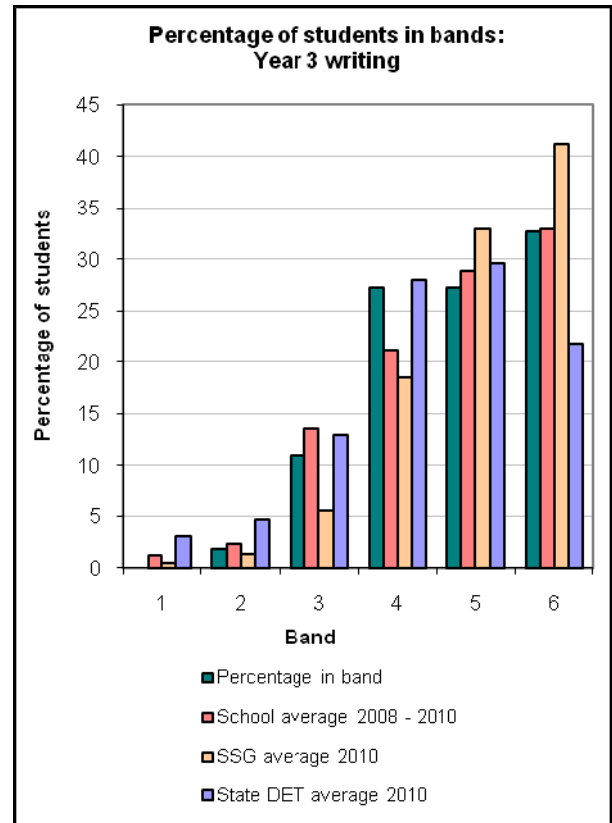


### Literacy – NAPLAN Year 3

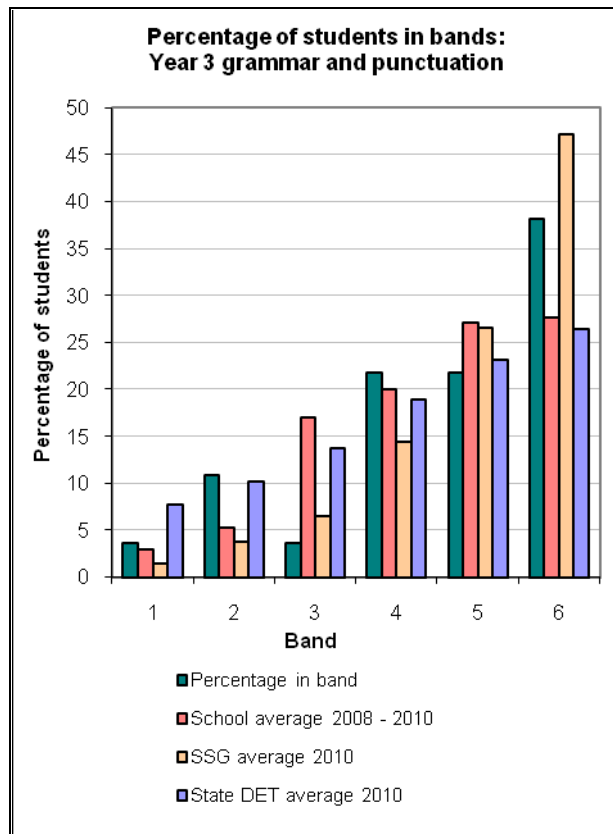
In Reading, Year 3 students are performing well above the state average and slightly below the regional average. The overall performance was slightly better than the previous year with 75% of students in the top three skill bands compared to 70% in 2009. 55% of students achieved in the top two skill bands compared to 48% of the state. In 2010 there were significant differences between the performance of boys and girls. 68% of boys were placed in the top two bands, well above the State (48%) and the Region (51%). However, only 42% of girls were placed in the top two bands, below the State (48%) and the Region (59%). Results for Year 5 suggest these differences are related to individual students within each cohort rather than gender-related issues but we will need to collect further data on this in 2011.

Average performance in Writing for Year 3 continued to be very strong and well above the state and somewhat above the regional average. 87% of students scored in the top three skill bands compared to 89% in 2009. Our performance in the top two skill bands (60%) was above the state (56%) but below the region's performance (63%). Boys' average performance

was extremely strong, well above the state and the region. Girls' average performance was not as strong, particularly when compared to the region's performance. However, there were a similar number of girls and boys represented in the top two bands.



In Spelling, boys' average performance was well above the state and slightly below the regional average. However, girls' performed less well, with the average performance below both the state and the region. 63% of students achieved in the top two skill bands compared to 70% of the state and 77% of the region.

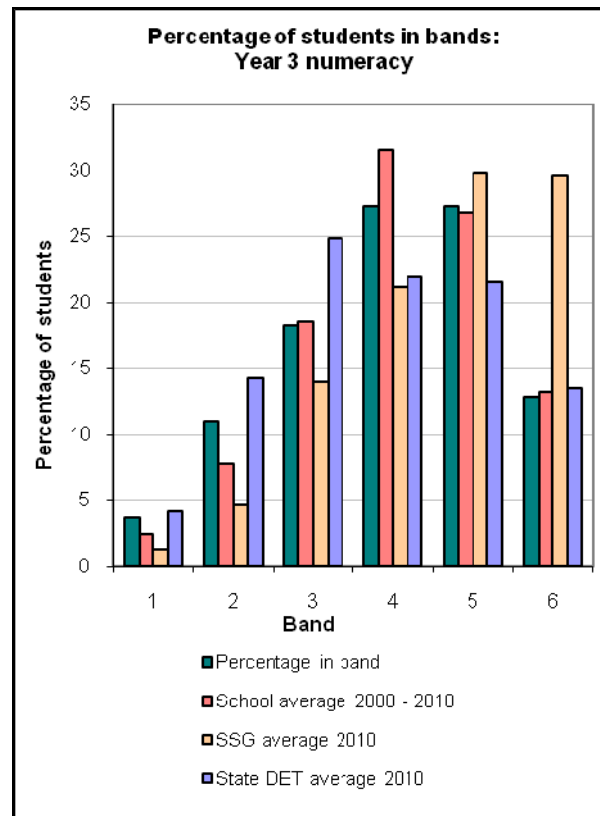


In Grammar and Punctuation, boys performed particularly strongly with their average performance being well above both the state and the region. 90% of boys achieved in the top 3 bands, with 62% in the top two bands. Although the percentage of girls and boys in the top two bands was similar, girls were over-represented in the bottom two bands.

### Numeracy – NAPLAN Year 3

In Numeracy, Year 3 students are performing above the state average but below the regional average. The overall performance was very similar to that of 2009. 40% of students achieved in the top two skill bands compared to 38% of the state and 44% of the region. When we consider this in relation to the different strands, the school performed considerably better in the Number, Patterns and Algebra aspects of the test than in the Data, Measurement, Space and Geometry

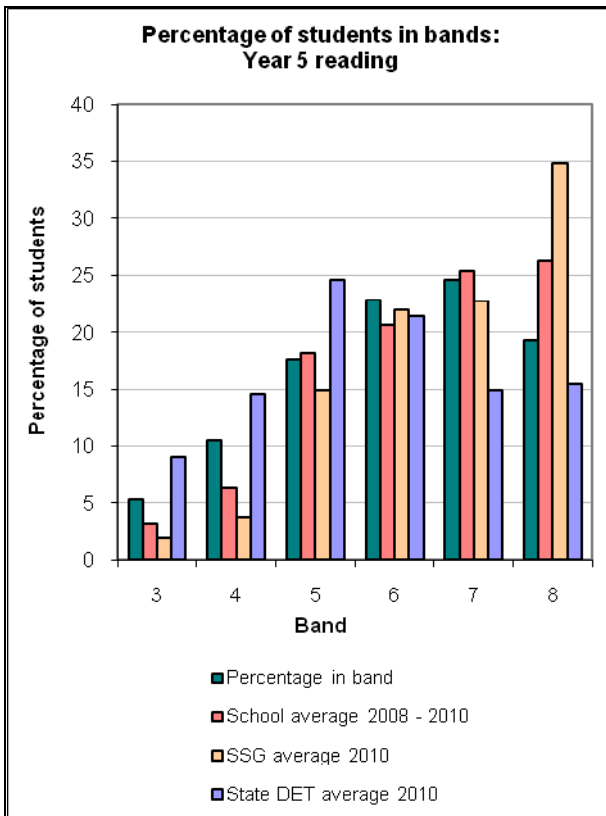
aspects. In 2010 there were differences between the performance of boys and girls. 50% of boys were placed in the top two bands, well above the State (38%) and the Region (46%). However, only 30% of girls were placed in the top two bands, below the State (38%) and the Region (43%).



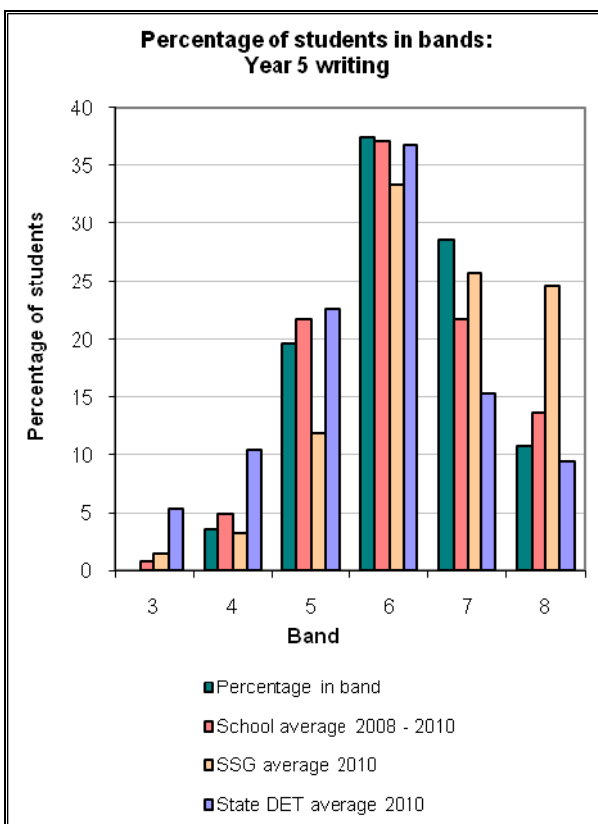
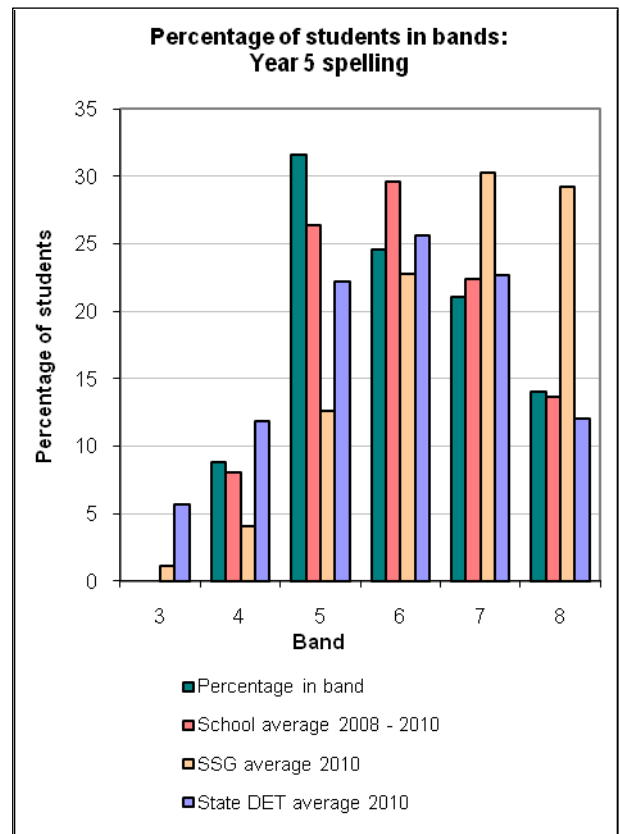
### Literacy – NAPLAN Year 5

Performance in Reading continued to be strong, well above the state average and level with the Regional average. 67% of students achieved in the top three skill bands compared to 55% of the state and 65% of the region. Girls' performance was considerably stronger than that of boys with 72% of girls being placed in the top three bands compared to 59% of boys.





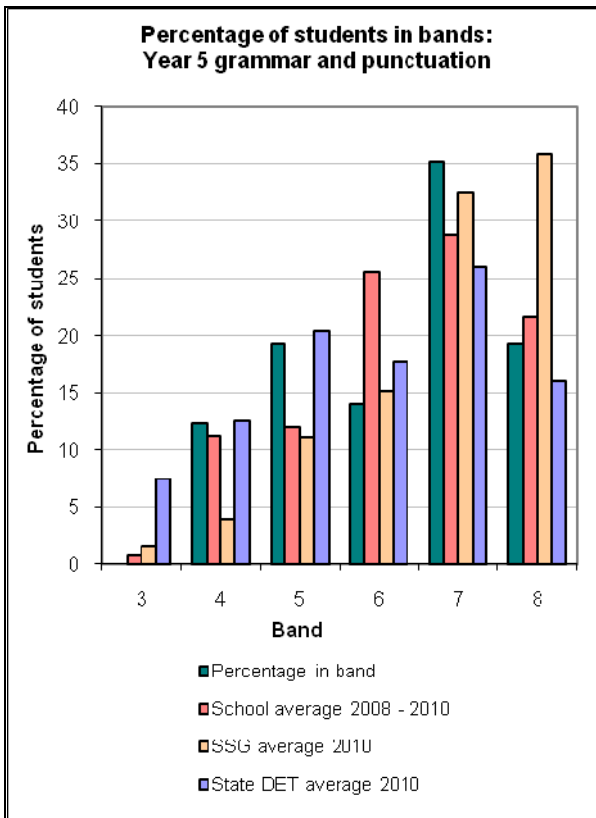
the state and considerably above the regional average. 78% of students scored in the top three skill bands compared to 68% in 2009. This was especially due to the strong performance of boys. 83% of boys scored in the top three skill bands, compared to 66% of the region and 65% of the state. There were no students in the lowest skill band. This result endorses the strong emphasis on writing over the past two years.



Year 5 students performed less well in Spelling compared to other areas of Literacy. Their overall performance was still above the state average but below the regional average. Boys' performance improved slightly on 2009. Girls performed less well. 60% of students were placed in the top three bands, compared to 63% of the state and 73% of the region. There were no students in the bottom band.

In Grammar and Punctuation, students continued to perform well, with the average mark being slightly above the region and well above the state. 54% achieved the top two skill bands compared to 45% of the state and 53% of the region. No students were placed in the bottom skill band.

Average performance in Writing for Year 5 continues to improve and in 2010 was well above



representation in the Band 8, the top band. 62% of students achieved in the top three bands, similar to 59% last year and compared to 57% of the state and 66% of the region. However, only 29% achieved in the top two bands compared to 32% of the state and 42% of the region. Both boys and girls were under-represented in the top band. The data shows that girls did slightly better on the Measurement, Data, Space and Geometry strand than on the Number, Patterns and Algebra strand. Boys performed similarly on all strands.

### Progress in literacy

The performance of 50 of the 57 students was tracked from Year 3 to Year 5.

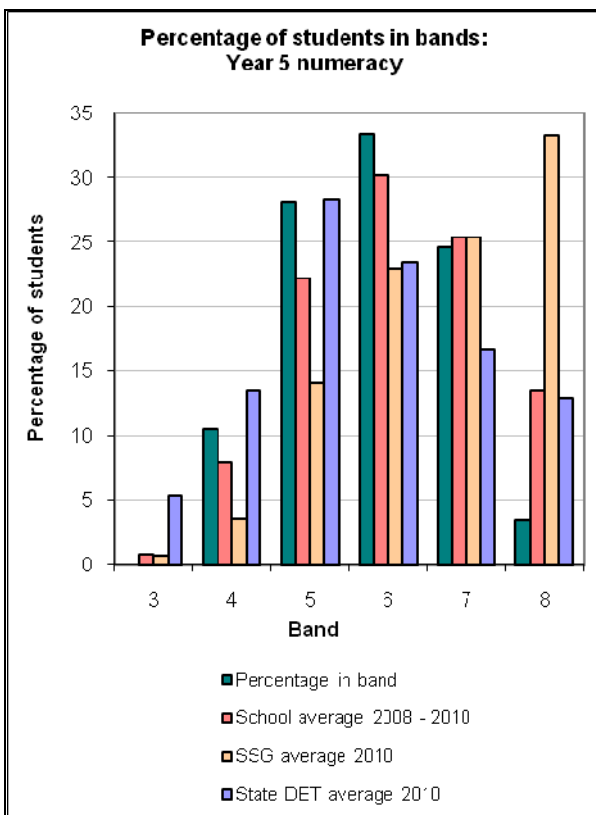
While the average growth in reading for all students was down somewhat from 2009, the improvement in reading shown by the boys was particularly noteworthy. They demonstrated average growth of 85.1 points compared to 83.7 for the state and 84 for the region.

In writing, the average progress in 2010 was above the state and regional growth rate, with boys demonstrating outstanding growth of 94.5 points compared to 66.9 for the state and 73.2 for the region.

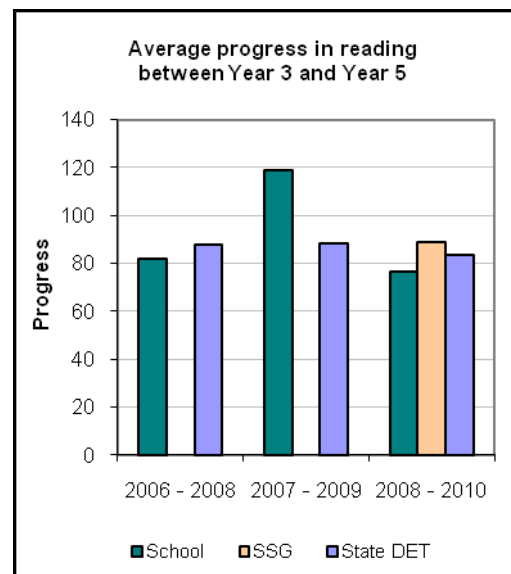
Students also demonstrated higher average progress in Spelling than the state or regional growth rates in 2010, with boys again showing considerably higher growth.

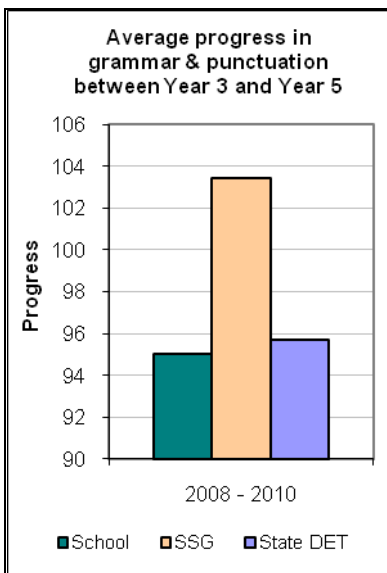
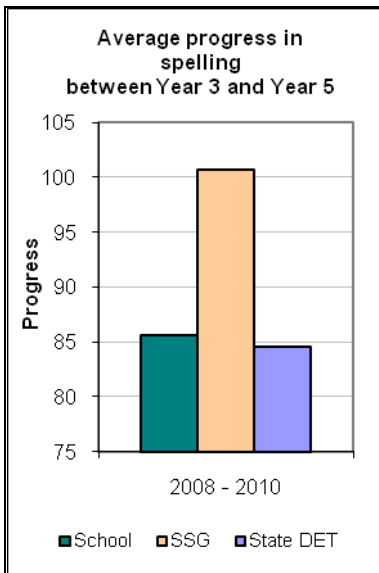
Average progress in Grammar and Punctuation from Year 3 to Year 5 was slightly below the state and the regional average.

### Numeracy – NAPLAN Year 5

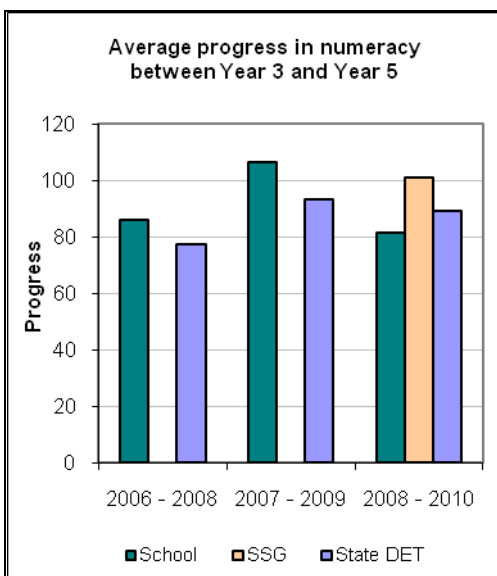


In Numeracy, the average performance of students is slightly below the state and well below the region. This is due to under-





### Progress in numeracy



The performance of 50 of the 57 students was tracked from Year 3 to Year 5. Overall, average progress in numeracy (79) was below that of both the region (97) and the state (89.1). Boys average growth from Year 3 to year 5 in Numeracy was slightly higher than that of girls.

### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

It is important to point out that the figures below include those students who did not sit for the Basic Skills Test because they had been learning English for less than one year or have a significant learning disability.

Percentage of Year 3 students achieving at or above minimum standard	
Reading	89
Writing	95
Spelling	91
Punctuation and grammar	91
Numeracy	93

Percentage of Year 5 students achieving at or above minimum standard	
Reading	95
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100





## Significant programs and initiatives

### Aboriginal education

The growing population of Aboriginal students continued with 16 indigenous students enrolled and we continued our emphasis on Personalised Learning Plans formulated with parents over our Yarn n Cuppa sessions. We celebrated with Eric Honeysett as he received his Deadly Award from Ian Thorpe.

### Multicultural education

During Education Week we held a Multicultural Expo with each class choosing a different country and celebrating the culture and history of that country with peers, parents and staff.

### Respect and responsibility

We held a professional learning day in December with Terry O'Connell to refocus the values that underpin our restorative way of being both for present staff and new staff members who will be joining us in 2011.

### Environmental Education

Following on from energy audits conducted by parent David Eckstein who submitted a successful bid for a Solar in Schools grant, energy efficient lighting and solar water heating was installed at the school.

Water tanks were installed to service the new toilets which we received as part of the BER.

## Preschool

Rozelle Public School Pre-school caters for 20 students in their year preceding Kindergarten. All learning and teaching is play based and can be both student directed and teacher directed or a combination of both. Our centre follows The Early Years Learning Framework for Australia: Belonging, Being and Becoming.

## Connected learning

All classrooms, the preschool and the Library will be equipped with interactive whiteboards by the start of the 2011 school year. To support the effective use of this technology for high quality teaching and learning, a teacher will be released one day per week in 2011 to provide support to staff in locating and creating resources and planning teaching and learning strategies.

## Progress on 2010 targets

### Target 1

To develop an explicit whole school approach to the teaching of spelling, grammar and writing

Our achievements include:

- Year 3 Boys are 44 scale scores above the state average in the test aspect of Reading in NAPLAN.
- 100% of Year 5 students achieved at or above minimum standard in the Writing, Spelling, Grammar and Punctuation aspects of NAPLAN. 95% of students reached minimum standard in Reading
- More than 90% of Year 3 students achieved at or above minimum standard in the Writing, Spelling, Grammar and Punctuation aspects of NAPLAN. 89% of students reached minimum standard in Reading
- 55% of Year 3 students achieved proficiency in Reading (Bands 5 and 6) in NAPLAN
- 44% of Year 5 students achieved proficiency in Reading (Bands 7 and 8) in NAPLAN.

## Target 2

To develop an explicit and systematic whole school approach to teaching Numeracy

Our achievements include:

- 85% of Year 3 students are at and above minimum standard with our target being 93.5% (Band 2 and above) in NAPLAN
- 100% of Year 5 students achieved at and above minimum standard (Band 4 and above) in NAPLAN
- 29% of Year 5 students achieved proficiency (Bands 7 and 8) in NAPLAN with our target being 50%.

## Target 3

Incorporate multicultural and indigenous perspectives across all Key Learning Areas

Our achievements include:

- 100% of students and teachers engaged in relevant learning experiences
- Resources purchased which represent indigenous perspectives e.g. Indij readers
- 100% of indigenous culturally diverse parents feel valued and consulted on their children's education
- 100% of teachers are aware of educational outcomes of all Aboriginal students who all have Personalised Learning Plans
- Indigenous students accessed learning support programs to ensure they meet national benchmarks
- 80% of our Year 2 Aboriginal students reached PM Benchmark level 20
- Indigenous students represented in school leadership positions

## Key evaluations

### Educational and management practice

With a focus on developing more engaged learners and with the enhancement of our Philosophy program it was again decided to focus on the area of teaching and learning for evaluation.

## Background

A Zoomerang survey was compiled and distributed to parents, students and staff to complete on-line and focus groups were held to ascertain the effectiveness of teaching and learning at Rozelle.

### Findings and conclusions

All stakeholders felt that children were being challenged and were engaged in their learning. Parents want to be more involved in Mathematics education and have requested more workshops to facilitate the understanding of how Maths is taught in today's world. Parents appreciated the effective learning Support Team meetings which are held every week but for those who were unable to attend a more thorough feedback of the learning problems of their children was requested. The effective use of technology was paramount in leading the challenge.

### Future directions

To continue to challenge and engage students via the integration of technology, the use of higher order thinking skills, Socratic techniques, Philosophy and a restorative way of empowering children to have that 'can do' attitude and take risks in their learning by looking at mistakes as opportunities for insight in their learning.

To implement a comprehensive and intensive Learning Support Program for those students not meeting benchmarks; a successful application for a grant will enable the school to implement a program to further support these students in 2011.

## Curriculum

### Mathematics

#### Background

As Mathematics has been a focus and the school has adopted Mathematics streamed groups it was decided to survey parents, teachers and students to ascertain the perceived effectiveness of the whole school approach to teaching this KLA.

A Zoomerang survey was compiled and distributed to parents, students and staff to complete on-line.



## Findings and conclusions

- 85% of parents surveyed believe that their child enjoys learning about Mathematics
- 76% of parents would like to know more about how Mathematics is taught at Rozelle. They would also like immediate feedback on their child's progress including specific strengths and weaknesses
- staff would like training in programming, differentiation, hands on activities; stage planning time would also be useful to keep abreast of what each group is doing
- The students love the hands-on activities and want more game-based learning

## Future directions

To provide more information to parents about the teaching of Mathematics we will hold an information session in 2011 to explain how Mathematics is taught in the school. which mean that. Within the framework of the across-Stage Maths groups, a class teacher doesn't teach all his/her students Maths. Staff will need to consider how to provide detailed feedback to parents in this context. To further improve achievement in Mathematics at Rozelle Public School, particularly in lifting the number of students in the top bands and bringing our school's performance into line with the Region and Similar Schools Group, the staff has joined with three other primary schools in Sydney Region to form a Community of Practice. Staff from the four schools will participate in shared Professional Learning, collaborative planning, lesson observations and further work on consistency of teacher judgment to improve their teaching of Mathematics. Staff will also develop resources to effectively use the interactive whiteboards and purchase new resources to further engage students and enhance learning.

## Professional learning

We were privileged to have Sue Roffey in-service the whole staff on the first day of professional development. Sue revisited circle time with us to emphasise again the importance of children having time to connect with each other during these valuable sessions which can be used for a variety of reflections.



## School development 2009 – 2011

School priorities and targets aim to continue to develop whole school approaches to Student Wellbeing and Teaching and Learning to ensure quality outcomes for all in those areas identified in the State and Regional Plans, namely:

Literacy  
Numeracy  
Student Engagement and Retention  
Aboriginal Education  
Teacher Quality  
Connected Learning

## Targets for 2011

### Target 1

#### *Improved student performance in Literacy*

Strategies to achieve this target include:

- Professional Learning for staff in differentiating their literacy programs to cater for the diverse needs of learners in their classes
- Improved use of school and system data to identify students' needs in literacy, with a focus on spelling
- Improvements to the quality and effectiveness of the teaching of Spelling within the Quality teaching Framework
- Increased in-class learning support
- Personalised learning plans for all indigenous students and other vulnerable students in literacy

- Collaboration of staff around consistent approaches to Stage Spelling programs
- Implementation of the Synthetic Phonics program across the whole school
- Continuation of Consistency of Teacher Judgment (CTJ) sessions across the school to ensure consistency across stages
- Effective use of Information and Communication Technologies
- Professional Learning in Philosophy linked to literacy programs to provide extension and enrichment for students
- Continuation of regular opportunities for public speaking across all stages
- Entry of a team of Gifted and Talented Stage 2 and 3 students into literacy competitions
- Review, re-organisation and purchase of all Literacy resources, including those in the Library, to better support differentiated teaching and learning in Literacy

Our success will be measured by:

- 100% of Year 3 students achieving Minimum Standards in NAPLAN in all areas of Literacy in 2012
- 100% of Year 5 students achieving Minimum Standards in NAPLAN in all areas of Literacy in 2012
- Average Year 3 and Year 5 performance in all areas of Literacy above Sydney Region in NAPLAN by 2012
- 50% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Spelling in 2012
- 80% of students demonstrating growth of at least 80 points from Year 3 to Year 5 in all areas of Literacy in NAPLAN in 2012

## Target 2

### ***Improved student performance in Numeracy***

Strategies to achieve this target include:

- Professional Learning for staff in differentiating their literacy programs to cater for the diverse needs of learners in their classes

- Improved use of school and system data to identify students' needs in numeracy
- Review of the effectiveness of cross-Stage Maths groups, particularly in relation to providing feedback to parents
- Participation in a Community of Practice in Mathematics with three other Sydney Region schools for Professional Learning, collaborative planning and reflection
- Implementation of a Lesson Study program of professional learning for teachers to provide peer planning, lesson observations and feedback with an emphasis on differentiation
- Differentiated Maths homework to cater for the diverse needs of students
- Continuation of Consistency of Teacher Judgment (CTJ) sessions across the school to ensure consistency across stages
- Effective use of Information and Communication Technologies
- Workshops for parents on the teaching of Mathematics at Rozelle
- Personalised learning plans for all indigenous students and other vulnerable students in numeracy
- Review, re-organisation and purchase of resources to support differentiated teaching learning in Mathematics

Our success will be measured by:

- 100% of Year 3 students achieving Minimum Standards in NAPLAN in all areas of Numeracy in 2012
- 100% of Year 5 students achieving Minimum Standards in NAPLAN in all areas of Numeracy in 2012
- Average Year 3 and Year 5 performance in all areas of Numeracy above Sydney Region in NAPLAN by 2012
- 50% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN in Numeracy in 2012
- 80% of students demonstrating growth of at least 80 points from Year 3 to Year 5 in all areas of Numeracy in NAPLAN in 2012

### Target 3

#### ***Improved student well-being and engagement***

Strategies to achieve this target include:

- Re-training for all students, staff and parents in Restorative Practice
- Improved induction processes for new staff and casual teachers to provide training in Restorative Practice, Circles and Help Increase Peace programs
- Continued inclusion of Restorative Practices introduction in pre-school to school transition program
- Establishment of working party of parents, staff and students to evaluate school's Restorative Practice journey, in order to reaffirm school's commitment and establish future directions
- Review of classroom and whole-school practices to ensure Restorative Practice philosophy as a way of being and learning is embedded and consistently applied across the school.

Our success will be measured by:

- 100% of current students, staff and parents trained in Restorative Practices
- Program developed to induct new staff and casual staff into Restorative policy and practice implemented in the school
- staff, student and parent responses in focus groups and surveys indicating an understanding of and confidence in using restorative practices



### 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.

Jeanie Brown	Assistant Principal
Mike Bancks	Assistant Principal
Heather Strachan	Assistant Principal
Peter Vagne	Relieving Assistant Principal
Robert Tiller	P&C President
Avril Burn	School Administration Manager
Lyn Doppler	Principal

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

<http://www.schools.nsw.edu.au/asr>