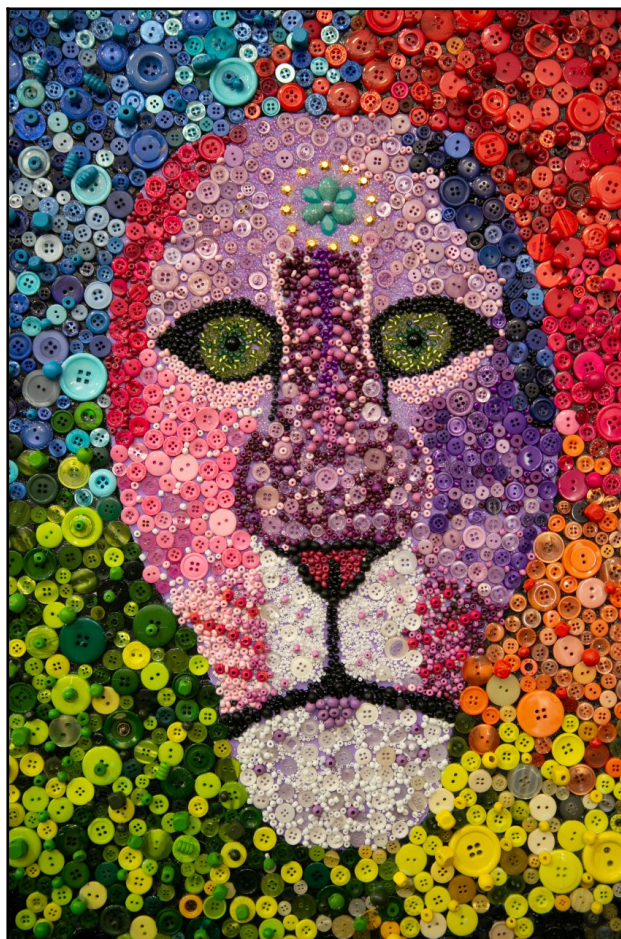


Rose Bay Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Rose Bay Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Rose Bay, 2029

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School background

School vision statement

To provide a high quality educational environment that brings community together and maximises opportunities for all students. We aim to work in partnership with families, carers and community supporters to assist with the development of students to become:

- Self-regulated learners
- Confident, creative and critical thinkers
- Happy, active and engaged individuals

We want to provide a welcoming, safe, well-resourced learning environment that is friendly, tolerant and respectful where high expectations are shared and achievements are celebrated.

Children, parents and staff embrace a culture where learners are resilient, organised, persistent, creative and happy.

Our school will continue to demonstrate a strong commitment to continuous improvement, equity, excellence and public education.

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

School context

Rose Bay Public School has an enrolment of 635 students and provides a nurturing and welcoming environment for all students K-6.

The school has high academic achievement and a focus on continuous improvement in English, mathematics, technology and student wellbeing. The school benefits from active partnerships with its community, a supportive and engaged parent body, and a professional and dedicated staff.

There are high expectations for sporting endeavors, the performing arts, technology, the provision of extracurricular programs, meeting student needs and maximizing their potential. There is a focus on teacher professional learning in differentiated curriculum, to ensure individual student learning needs are identified, met and extended.

As part of the 'Community of Schools in the Eastern Suburbs (CoSiES)' learning alliance we have developed networks with universities, external consultants and academic partners. We continue to work with the community of schools to enhance professional learning by connecting and collaborating with our local schools.

Underpinning all policy and practice is the expectation of students to take responsibility for their own learning and behaviour. The school is recognised and valued by teachers, parents and students as a safe, supportive and stimulating learning community. The highly skilled and dedicated teaching team is committed to supporting our students so they become self-regulated learners, confident, creative and critical thinkers, and happy, active and engaged individuals.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Personalised Learning

Purpose

To implement a whole school approach to the teaching, learning, assessing and reporting cycle in which students' personal learning needs are known and catered for so that they succeed and thrive at each stage of their schooling.

Improvement Measures

Increase the proportion of students achieving expected growth in literacy and numeracy.

Improved teacher survey data on formative assessment knowledge, skills, understanding and their use.

Teachers engaging in internal and across school networks for professional learning.

A consistent whole school approach to assessment to track student progress.

Progress towards achieving improvement measures

Process 1: Assessment

Draw on evidence based research to develop understanding and knowledge of formative assessment. Embed the formative assessment strategies into teaching and learning practices.

To establish a system of embedding the learning progressions within the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
Teaching staff demonstrated and shared their expertise within the school and with other schools that form part of the CoSIES Network in the Formative Assessment Alliance. Teachers have been supported to trial test and embed a range of successful formative assessment strategies through Professional Learning and supervisor observations.	Funds assigned to allow teachers participate in CoSIES professional learning, peer observation and course and material costs.

Process 2: English

Reflect and refine teaching practices with a focus on meeting student needs through differentiation.

Collaborate in stage teams to develop a scope and sequence to meet syllabus requirements.

Ongoing high quality professional learning in English that is planned, monitored and reviewed by leaders and academic partners.

Evaluation	Funds Expended (Resources)
<p>Through collaborative planning, teaching and learning programs across the stage are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p> <p>Personalised Learning and Support Plans (PLSP) allowed students to achieve success. Expected outcomes are shared with parents during PLSP meetings, creating stronger achievement, self-efficacy and closer community links.</p> <p>Staff utilise formative assessment strategies that are embedded in staff programs have directed adjustments to teaching and learning programs and lessons. This allowed staff are more concrete understanding of cohort, and individual learning needs, and to make corresponding adjustments to</p>	<p>L&ST meetings – time, coordination with wider team to implement PSLP, funding applications and use of staff resources.</p> <p>Formative Assessment online resources and repositories created and added to using Google Drive for improved accessibility.</p> <p>Time allocated to staff to review and decide on next steps for English Scope and Sequence.</p>

Progress towards achieving improvement measures

delivery, practise and product. These modifications then led to improved outcomes across all ability ranges.

The ongoing development of the English whole school scope and sequence will continue to be supported in 2020.

Process 3: Mathematics

Reinforce the whole school approach to teaching mathematics with a focus on working mathematically.

Evaluation	Funds Expended (Resources)
<p>The School has developed depth of understanding in the use of the Numeracy Progressions, including data recording. This has included trialling the use of Numeracy Progressions across a whole stage and developing expertise in the use of existing tools and new recording and reporting systems (PLAN 2). This will enable us to stage the roll out of Numeracy Progressions further in 2020. Professional learning has been programmed for 2020 with a continued focus on working mathematically.</p>	<p>Time for investigation of target strategy and negotiation with provider.</p>

Strategic Direction 2

Contemporary Teaching and Learning Practices

Purpose

To create a stimulating and engaging learning environment that is flexible and reflective to develop self-regulated learners who are creative and critical thinkers. Authentic use of technology will be embedded into pedagogical practices to prepare students to lead rewarding and productive lives in a complex dynamic world.

Improvement Measures

Increase the proportion of students becoming self regulated learners.

Increase the proportion of students engaged in contemporary learning practices.

Establish positive and engaging learning environments.

Progress towards achieving improvement measures

Process 1: Critical and creative thinking

Implement whole school program to continue to embed critical and creative thinking into teaching and learning programs.

Evaluation	Funds Expended (Resources)
Successful continued review of units, and modification of existing units to promote critical and creative thinking, alongside embedded explicit teaching of grammar, word work and writing. Teachers report positive discussion and use of Learning modes across KLAs. Development of a shared repository of units. Allocation of discussion and planning time for the updating of school English scope and sequence and creation of critical / creative thinking scope and sequence or continuum that incorporates English, Science, Maths and Learning across the Curriculum.	Library budget assigned for the ongoing purchase of quality literature. Funds used to purchase time to allow teachers to modify existing units to incorporate learning modes. NESA scope and sequence proforma, TRIO creative thinking continuums.

Process 2: Authentic use of technology

Implement a whole school approach to support students to integrate technology effectively into learning programs.

Evaluation	Funds Expended (Resources)
Teachers have commented on the success of focused PL and have implemented skills learnt within their classrooms. This has provided students with an avenue to represent their ideas creatively. Analysis of staff feedback identified a need to review identified skills in order to support further development in 2020. Sessions scheduled with Apple Store in Bondi Junction aimed at upskilling parents and staff.	Funds allocated towards release time for staff to develop parent information presentations. Contact with the Apple Store. Purchased of iPads for staff Implementation and professional development of Apple learning leader (Eric Luna)

Process 3: Redesigning Learning Environments

Establish positive and engaging learning environments that promote collaboration, creative and critical thinking.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The new school environment demonstrates the creative approach to the use of the physical environment at RBPS to ensure that it optimises learning. It has enhanced student sense of belonging and social engagement at school as well as making the physical environment more appealing. It has also provided increased opportunities for teacher collaboration as evidenced in the 2019 Tell Them From Me (TTFM) survey results. The student survey indicated a higher percentage of our students have a positive sense of belonging and positive relationships at school than the NSW government norm. In addition, the TTFM parent survey indicated that parents at our school feel welcome (rated above NSW Government norm). Teachers at RBPS rated our school significantly higher than NSW Government norms in the TTFM survey.</p>	<p>Purchase of new furniture.</p>

Strategic Direction 3

Connecting and Belonging

Purpose

To ensure consistent whole school systems are embedded to enable the effective operations of the school. Wellbeing programs build a school community that is tolerant, resilient and respectful, and forges positive relationships that support students to be healthy, happy, engaged and successful. Students will be actively connected to their learning and experience a sense of belonging to their school and community.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased percentage of students valuing and demonstrating behaviours that promote positive relationships both in the playground and classroom.

Increased teacher knowledge and practice of the *You Can Do It!* wellbeing program.

Students are demonstrating being organised, resilient, confident and persistent learners.

Required policy and procedure updates are addressed in a timely manner.

Progress towards achieving improvement measures

Process 1: Whole School Systems

Whole school systems are embedded to enable the effective operations of the school.

Evaluation	Funds Expended (Resources)
The implementation of Sentral Parent Portal and Caremonkey have supported a more simplified, consistent and systematic approach to student attendance, reporting, permission to participate, term newsletters, health care and notices. The implementation of these two online systems have eliminated the need for paper communication between the home and school, supporting whole school efficiency.	Caremonkey online system licence Sentral Parent Portal online licence

Process 2: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students build positive relationships that support learning.

Evaluation	Funds Expended (Resources)
All staff are now delivering the new online wellbeing program, <i>You Can Do It</i> to all students K–6. New YCDI! Certificates are awarded to students during K–2 and 3–6 assemblies. Appropriate, safe online behaviour was reinforced in Term 2 at Ysafe workshops, delivered by Police Youth Liaison officer Yasmin London. A parent information session was delivered in the evening supporting safe online behaviour and positive parenting around social media and technology use in the home. URSTRONG delivered workshops to students, teachers and parents promoting positive relationships and building the language of friendship across the school. The learning and support team implemented diverse programs providing individualised support for students with disability, learning difficulties, mental health issues and behavioural difficulties. Approximately 20% of the student	School info packages URSTONG consultant Interrelate consultant

Progress towards achieving improvement measures

population have gained access to additional learning and support this year.

Kindergarten orientation and transitions were well attended and supported successful connections with new families and students starting in 2020.

The Tell Them From Me survey indicates that our students are above the NSW government norms for social engagement. Results show:

- 85% of students report a positive sense of belonging,
- 93% of students participate in school sports and clubs
- 94% of students report that they experience positive relationships

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Flexible Funding \$43,630 Staffing FTE 1.6	Students requiring EALD support are provided with targeted learning programs and in class support. EALD reports are prepared for parents and reflect anticipated growth as mapped on progressions.
Low level adjustment for disability	Flexible Funding \$39,768 Staffing FTE 0.6 Additional School Funding FTE 1.0 School Learning Support Officer	Funds were used to provide Learning and Support Teacher (LaST) and School Learning Support Officer (SLSO) support for targeted students. Funds also contributed to teacher professional learning initiatives to further build staff capacity in meeting needs of students with disabilities. Personalised learning plans are developed and reviewed regularly for students identified as having a disability. The Learning Support Team involves parents, teachers and support staff in the planning, implementation and evaluation process, resulting in school-wide, collective responsibility for student learning and success.
Quality Teaching, Successful Students (QTSS)	Staffing allocation utilised to provide additional exec release. Additional school utilised to create additional AP and an AP off class fulltime, further reducing the administrative burden on APs and freeing up time to lead and improve educational outcomes for students.	QTSS funding enables the school to provide additional release time for members of the school leadership team. This time is used to support their team members through coaching and co-teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	315	316	309	287
Girls	310	299	314	300

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.5	96.1	95.6	96.6
1	96	95.7	96.2	95
2	95.8	95.7	95.1	95.5
3	96.6	95.8	95.5	94.5
4	96	94.9	94.7	95.4
5	96.5	94.5	94.4	94.2
6	96.8	95.5	95.4	92.8
All Years	96.3	95.5	95.3	95
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.15
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	678,699
Revenue	5,570,568
Appropriation	4,997,429
Sale of Goods and Services	7,835
Grants and contributions	557,044
Investment income	7,860
Other revenue	400
Expenses	-5,397,888
Employee related	-4,638,084
Operating expenses	-759,804
Surplus / deficit for the year	172,680

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	42,419
Equity Total	304,647
Equity - Aboriginal	0
Equity - Socio-economic	3,970
Equity - Language	197,621
Equity - Disability	103,057
Base Total	4,160,503
Base - Per Capita	146,180
Base - Location	0
Base - Other	4,014,323
Other Total	405,075
Grand Total	4,912,644

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school. Rose Bay Public School gathered information from the Tell Them From Me (TTFM) online survey tool. Responses are summarised below.

Parents

Parents report that they feel welcome at Rose Bay Public School and can easily speak to their child's teacher to have their concerns heard. Information is in plain language and emails are the most effective means of communication.

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

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

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

Students

Students report that they feel accepted and valued by their peers and feel a sense of belonging. Almost all students report that they demonstrate positive behaviour at school and the majority of students feel interested and motivated.

There is a positive learning culture at Rose Bay Public School. Student survey information articulates that they feel rules and expectations for behaviour are clear and explicit. Students also report that there is an emphasis on academic skills with staff having high expectations for all to succeed.

Students feel that teachers are responsive to their needs and encourage independence with a democratic approach.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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