Messages

Principal’s message

I am proud to present the 2010 Annual School Report for Rossmore Public School. 2010 was a year of change and growth for Rossmore and credit for the successes and achievements of the year goes to the whole school community.

In presenting this report, I would like to acknowledge the talents and dedication of the Rossmore Public School Staff, both teaching and administrative, for their endeavours this year.

The support of the P&C Association and our school community has been much appreciated. Together we have developed strong partnerships which enhance our school environment.

Rossmore welcomed into the school the establishment of three multi-categorical support classes for students with Autism. Eleven students, three teachers and three school learning support officers joined us and integrated into the school with ease. I must acknowledge the acceptance demonstrated by the students at Rossmore. We should all be extremely proud of them and the welcome and support towards our new students.

2010 also commenced with the Building an Educational Revolution program getting underway. On day one the staff moved into a temporary building while the administration block was upgraded. A new storage facility was also built behind the library.

Literacy and Numeracy continue to be a focus in all teaching and learning programs. Student welfare, personal development and leadership programs also continue to play an important role in the social education of our students, fostering a harmonious school environment.

I hope you enjoy reading our 2010 Annual School Report and we look forward to continuing the tradition at Rossmore in providing quality and innovative school programs for the students in our care.

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.

Anne Webb

P & C message

Partnerships between schools, families and the community help improve educational outcomes for children. The P&C plays an important role in encouraging these partnerships and supporting the school.

Our P&C is active in the school community in many ways, including raising funds for portable sun shelters and an outdoor public address system, helping to organise events for students and their families, and encouraging parental involvement in the school. In 2010 we organised the school banking and each week students now bank at school.

2010 was a great year and we appreciate the support we receive from families and school staff. We look forward to continuing our close and cooperative relationship with the school, and encourage all families to consider the best way they can be involved in their children’s education.

Joanne Mossman, President

Student representative’s message

This year all Year 6 students had the chance to be part of the student leadership team. We had senior school leaders, half of year six each semester instead of a small number of prefects for the whole year.

Year Six organised fundraising to raise money to purchase a gift for the school. We bought some values pencils. Everyone in Year Six decided on the values we wanted to have on each pencil and the colours. We chose Learning, Achievement, Respect, Responsibility and Endeavour.

Chelsea Grundig and Kevin Attard
School Captains 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.

The enrolment data below was collected in March, 2010. Not included below are the students enrolled in the support unit. The total number enrolled at Rossmore by the end of March was 160.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>74</td>
<td>78</td>
<td>68</td>
<td>79</td>
<td>83</td>
</tr>
<tr>
<td>Female</td>
<td>68</td>
<td>66</td>
<td>70</td>
<td>70</td>
<td>64</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.9</td>
<td>95.1</td>
<td>95.5</td>
<td>96.3</td>
</tr>
<tr>
<td>Region</td>
<td>93.8</td>
<td>93.4</td>
<td>93.9</td>
<td>94.2</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

In 2010 our attendance rates decreased whilst state and region attendances increased. The school is working with parents and the Home School Liaison Officer to help improve attendance.

**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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Roll</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/D</td>
<td>K</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>K/P</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1/2P</td>
<td>1</td>
<td>14</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>1/2W</td>
<td>1</td>
<td>11</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>14</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>1/3R</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1/3R</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1/3R</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>4/5T</td>
<td>4</td>
<td>17</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>4/5T</td>
<td>5</td>
<td>9</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>11</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>14</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
Structure of classes

In Term Two we created a third support class. These support classes will continue to enrol students until a maximum of seven students in each class is reached.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Due to increased enrolment at Rossmore this year the school has been reclassified to a P4. This means the Principal position becomes a non-teaching role. Mrs Webb was successful in being reclassified as a PP4. The increased numbers also entitle the school to another Assistant Principal. This position was filled through merit selection with Ms DePeau being the successful applicant.

With the establishment of three multi-categorical support classes for students with Autism, additional positions have been established at Rossmore this year. These positions include an Assistant Principal (Support), two Classroom Teachers (Support) and three School Learning Support Officers.

During 2010 at Rossmore Public School there were no members of staff from an Indigenous background.

Staff retention

All classroom teachers remained at the school in 2010. The Assistant Principal, Mr Plumridge took on a Regional role of Literacy and Numeracy Leader. He has recently been successful in gaining the same position for next year. After the retirement of Mrs McGregor as librarian the position was advertised and Mrs Comerford will take up this position at the commencement of the 2011 school year.

Teacher qualifications

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

Regardless of their qualifications, the Rossmore teaching staff continue to demonstrate exceptional dedication to their own professional growth with every teacher participating in a number of professional development activities throughout the year. Two of Rossmore’s support staff are currently studying for a teaching degree.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of Financial Summary</th>
<th>31/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$306,981.87</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>96,996.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>189,001.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60,460.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>40,249.75</td>
</tr>
<tr>
<td>Interest</td>
<td>7,162.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,107.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>306,981.87</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning      | $29,141.24 |
| Key learning areas       | 29,141.24  |
| Excursions               | 10,335.72  |
| Extracurricular dissections | 19,176.60 |
| Library                  | 5,675.13   |
| Training & development   | 416.36     |
| Tied funds               | 51,706.75  |
| Casual relief teachers   | 22,274.28  |
| Administration & office  | 55,030.72  |
| School-operated canteen  | 0.00       |
| Utilities                | 56,025.28  |
| Maintenance              | 18,604.63  |
| Trust accounts           | 8,054.66   |
| Capital programs         | 0.00       |
| Total expenditure        | 279,441.37 |

Balance carried forward | 127,536.94 |
Balance carried forward includes:
Unpaid salaries for casual teachers and learning support officers, tied and trust funds and outstanding invoices not paid by the end of the school’s financial year.

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts
This year each student participated in creative and visual arts through our Release from Face to Face (RFF) time and was taught by a teacher trained in the arts. Students were given many opportunities to exhibit their artworks at the Regional Art Competition, Fishers Ghost Art Prize and ArtyCafe at Narellan Library. One student was successful in gaining an award at the Fishers Ghost exhibit.

During Education Week student art works and class work was displayed at Carnes Hill Marketplace.

The senior girls’ dance troupe performed at a West Tigers football match. Along with the boys’ Hip Hop group they also performed at the inaugural Cowpasture Concert. The choir also performed at the concert.

Sport
Throughout 2010, Rossmore P.S has participated in a wide variety of sporting activities. The school conducted three major sporting carnivals of Swimming, Cross Country and Athletics. A number of students were eligible to represent the school at the district level, with athletics being our most successful. Several of our students tried out for Cowpasture Zone representative teams including softball and soccer.

Primary students at Rossmore P.S had the opportunity to participate in Sport Gala days competing against six other schools in the Cowpasture Cluster. The sports included soccer, newcombe ball, netball and oz-tag. Rossmore P.S organised and ran the inaugural K-2 Cowpasture Sport Gala Day. This was a very well prepared, well attended and successful event for everyone involved.

In Term 1 students were given professional coaching in athletics by an instructor from Little Athletics N.S.W to assist them in their skills development in preparation for the school athletics carnival.

In Term 2 fifty-five students from Years 2-6 participated in the intensive Learn To Swim Program at the Mt Annan Leisure Centre. Many students improved their confidence, strokes and in their swimming distances.

During Term 3 students actively participated in the gymnastics program to develop their strength, balance and co-ordination. At the end of the term and continuing into Term 4, students enthusiastically participated in the Premier’s Primary School Sporting Challenge. Over the ten week sport and physical activity program students were encouraged to increase the amount of time they were engaged in vigorous physical activities. Rossmore P.S students achieved higher results in their Bronze, Silver, Gold and Diamond Awards this year.

Also in Term 4, Rossmore students participated in a Dancesport program presented by the Footsteps Dance Company. Most students from K-6 participated in the 45 minute dance class.
Academic

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.

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)

Literacy – NAPLAN Year 3

In reading more Year 3 students are represented in bands 5 and 6 than in the past three years.

In spelling, grammar and punctuation the representation of students in band 6 exceeds the state. There were no students in band 1 in

Year 3 performance in writing reflects the Focus School Support in writing being implemented in semester one of 2010. The percentage in bands 5 and 6 exceed that of the state average.
spelling but we were overrepresented in band 1 in grammar and punctuation.

**Numeracy – NAPLAN Year 3**

Whilst no students were in band 1 and we exceeded state average in band 6 there is a need to focus on moving the students in the middle bands. This focus will be part of the 2011 school plan.

**Literacy – NAPLAN Year 5**

In all areas of Literacy there is a need to develop strategies to cater for individual students and assist them in moving to higher bands. This will be addressed in the 2011 school plan.
Numeracy – NAPLAN Year 5

With no students in band 6 and we exceeded state average in band 1 there is a need to focus on moving all students. This focus will be part of the 2011 school plan.

Progress in literacy

Note: State growth scores are for students in DET schools only.

Growth data for Spelling and Grammar & Punctuation and comparison data for the newly created SSG categories is only available for the period 2008-10.

<table>
<thead>
<tr>
<th>Year 5 Spelling</th>
<th>Year 5 Grammar and Punctuation</th>
<th>Year 5 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students in bands:</td>
<td>Percentage of students in bands:</td>
<td>Percentage of students in bands:</td>
</tr>
<tr>
<td>School average 2008 - 2010</td>
<td>School average 2008 - 2010</td>
<td>School average 2008 - 2010</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>SSG average 2010</td>
<td>SSG average 2010</td>
</tr>
<tr>
<td>State DET average 2010</td>
<td>State DET average 2010</td>
<td>State DET average 2010</td>
</tr>
</tbody>
</table>

Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>111.4</td>
<td>62.9</td>
<td>72.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>80.3</td>
</tr>
<tr>
<td>State</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
<tr>
<td>DET</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Progress in numeracy
Note: State growth scores are for students in DET schools only.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

**Multicultural education**

Rossmore Public School has a significant number of students who were born in another country or whose parents were born overseas.

As a result, the school maintains a focus on multicultural education across the curriculum by providing programs that develop knowledge, skills, values and attitudes required by Australia’s culturally diverse society.

In 2010 the English as a Second Language (ESL) teacher developed and implemented programs to cater for the specific needs of students from non-English speaking backgrounds.

Students were also encouraged to talk about their culture in class time so that all students can have a full understanding and appreciation of how different cultures operate in our society.

Students at Rossmore support World Vision through our sponsored child, Maung Giovani in Myanmar. They also support Harmony Day and UNICEF Day for Change.

**Debating**

This year Rossmore participated in a small schools’ debating competition. Children learnt many new skills allowing them to debate impressively. It was very rewarding to see children embrace and enjoy this challenge.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education continues to be a focus area for our school. This not only applies to the education of Aboriginal and Torres Strait Islander students but also to the education of nonindigenous students about ATSI peoples, their life both past and present and how ATSI peoples have contributed to and continue to contribute to Australian society.

Aboriginal education is not taught as a stand alone subject through the Key Learning Area of Human Society and Its Environment but is instead an integral part of all KLA’s.

This year Rossmore staff were trained in the new Aboriginal Education policy with all Cowpasture Cluster Schools and we are a member of the Cowpasture Aboriginal Education Committee.
Respect and responsibility

Respect and responsibility was further emphasised through the revamping of the school Discipline Policy and refining of the school rules to reflect respectful and safe behaviour highlighted throughout the year in lessons and rewards. Rules are displayed in classrooms and teachers regularly remind students of the rules and what they involve.

All students K-6 took part in an anti-bullying program in conjunction with the whole school Peer Support program.

The school uniform, including a school hat, is worn by the vast majority of the students.

All students from Years 2-6 were involved in the democratic election of school prefects. The prefects then democratically elected the School Captains.

Senior students have undertaken responsibilities in a number of ways, such as:

- Preparing and running school assemblies.
- Running ANZAC Day and Remembrance Day services.
- Working as playground buddies to support students with special needs.

Students have opportunities to contribute to the wider community by:

- Supporting the sponsorship of a child through World Vision.
- Attendance in the regional Student Ambassador program.

Connected learning

During 2010 there were several purchases made to support technology in teaching and learning programs.

- Three Interactive whiteboards were purchased, one for each support class. This now means that all classrooms in the school have their own permanent Interactive Whiteboard.
- Six Notebook computers were purchased for use by the New Support Unit and are incorporated daily into the teaching and learning programs.

- The school computer lab was upgraded to have 26 computers for student use. It has been designed for optimum use of space with new furniture installed.
- The Connected Classroom computer equipment was installed in the school computer lab and now virtual excursions and video conferencing can take place.
- Staff were supported in their professional development by the school computer coordinator, who is trained as a Notebook10 Software Mentor.
- The new computer coordinator attended a two day induction workshop hosted by SWSR and is now able to solve some school network issues in a relatively quick timeframe.

Student Welfare

Student discipline was the primary focus of the Welfare Committee in 2010. A revised whole-school behaviour management program was implemented after consultation with parents and the wider community in order to ensure the safety and wellbeing of students at Rossmore Public School. The program was adopted across the school, with adaptations made within the Autism support unit, whilst ensuring that consistency is maintained across the school in the interest of equity.

Five core school rules were established and made explicit and highly visible to students. The introduction of a behaviour room as a consequence for negative behaviour arising from both the playground and in the classroom saw a noticeable decrease in inappropriate behaviour amongst students. Positive reinforcement strategies such as WOW card merit system and regular reward days gave students further extrinsic incentive to make responsible
behavioural choices. Overall, the learning and overall wellbeing of students was positively impacted by the implementation of the new system.

Other welfare initiatives such as a peer support program, a peer mediation program, as well as school visits such as Life Education have further enhanced student welfare across the school.

Student Leadership

During 2010 at Rossmore Public School several student leadership opportunities were provided to give year five and six students the opportunity to develop their leadership skills. These have included:

Year Six Student School Leaders - For the first time all Year Six students were given the opportunity to be Senior School Leaders. Two students, male and female, were elected as School Captains and half of year six were student leaders during semester one with the remainder being student leaders in semester two. Within their role as Senior School Leaders students welcomed visitors to the school, organised and ran school assemblies and presentations and organised fundraising projects such as coin lines, fun days and cake stalls.

Peer Mediation Program – At the conclusion of term one all year five and six students were trained as peer mediators. Their role was to assist students to solve minor playground disputes. They wore yellow fluorescent vests so that they were visible in the playground during both lunch and recess. Students worked on a roster system with a buddy and were successful in assisting their peers in the school playground.

Peer Support Program – During term three all year five and six students were trained as Peer Support Leaders. During term four they ran ten peer support sessions for their peers. The groups involved students from all years, as well as students from the Autism support unit. These lessons were aimed at teaching students about resilience and working together to solve problems.

Environmental Education for Sustainability

Waste Watchers – The Waste Watchers program is run by Keep Australia Beautiful and founded by community donations. In 2010 Liverpool City Council provide students with the opportunity for Waste Watchers to visit the school. They presented lessons on sustainability to students from Kindergarten to Year 6.

Vegetable Garden – The vegetable garden has been thriving under the care of our students. After the water frost student grew tomatoes, cucumber, zucchini, herbs, silver beet, beans and lettuce. The students were involved in preparing the soil planting seedlings, watering, controlled pests, weeded and generally nurtured the garden. Students were also involved in harvesting, cooking and preparing vegetable based dishes. The processes used were organic and sustainable, no machinery or chemicals were used. Teachers were able to implement the garden into their units and to give students practical experiences.

Recycling – Each week students from Year 5/6 collect paper recycling from classrooms.
Programs for Students with Additional Educational Needs.

Learning Support Team - The Learning Support Team has continued to support teachers in their endeavours to provide the best outcomes for each student. The team met weekly to address the learning and welfare needs of identified students. Plans for targeted students were developed, monitored and reviewed. A Learning Support Teacher was employed for 3 ½ days a week to continue to assist students with learning needs. The school counsellor has been supportive in meeting the welfare needs of targeted students.

Support Classes - Three multi-categorical support classes was the new school initiative at the beginning of 2010. The classes consist of students with Autism in addition to other special needs.

Parent Partnerships - An Autism Forum and Information night in Term 4 addressed educating the school and community on developing an understanding of Autism and Autism Spectrum Disorders. 33% of the school community came along to the forum and enjoyed a social barbecue later on that night.

Access and participation - All students with special needs were involved in whole school programs such as; athletics carnival, gala day, Footsteps dance program, art competition and end of year have-a-go show, to ensure they had access to a range of curriculum activities and facilities.

Cowpasture Community of Schools

Rossmore is a member of the Cowpasture Community of Schools. The other schools are Austral, Bringelly, Badgerys Creek, Horsley Park, Kemps Creek, Leppington and Middleton Grange.

Initiatives that have seen the schools working together in 2010 include:

- Combined Staff Development Day
- Gala Days – 3-6 & K-2
- Cowpasture Aboriginal Education Committee
- Cowpasture Inaugural Concert
- Aspiring Leaders Program.

The Cowpasture Community of Schools was recognised at the 2010 Directors Choice Regional Awards.

Progress on 2010 targets

Target 1

To improve writing K-6 with a demonstrated increase of student outcomes

Our achievements include:

- Writing and Grammar scope and sequence developed. Teaching resources developed and shared to ensure consistent language used across school.
- Increased student outcomes as demonstrated through NAPLAN testing Year 3 and Year 5
- Demonstrated development of improved teaching pedagogy in relation to writing through lesson planning and program development through involvement in Focus School Support regional consultancy.

Target 2

To develop teachers skills, knowledge and understanding in the use of IWB technology to increase student outcomes across all Key Learning Areas.

Our achievements include:

- An increased confidence demonstrated by staff relating to the use of IWBs.
- Expanded teaching pedagogy relating to the use of IWBs as a tool to improve student learning and increase learning outcomes as demonstrated through teaching and learning programs.
• The development of quality teaching units across all Key Learning Areas and the compilation of best practice.

Target 3
To review and develop improved leadership skills, roles and responsibilities for students.

Our achievements include:
• All Year 6 students developed leadership skills through serving a semester as a senior school leader.
• All Year 5 students developed leadership skills through their roles as Peer Mediators.
• Four Year Six students undertook the role of ‘Principal for a Day’ during Education Week.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Learning and Writing.

Educational and management practice
Learning

Background
Learning is an integral part of a child’s education. How we teach students to learn is a vital cog in improving student learning outcomes. The ability to provide an environment that is stimulating for students is an essential requirement for schools.

Professional development opportunities for staff are paramount in improving teachers’ skill in providing an atmosphere in their classroom that will assist students in working to their potential.

Staff, students and parents have been surveyed to see where we are at with “Learning”.

Findings and conclusions
The findings reported are based on the surveys returned. All teachers and students completed the survey whilst only 18 parents returned surveys.

100% of teachers, 95% of parents and 98% of students believe their classroom is an interesting place to learn.

100% of teachers, 95% of parents and 99% of students believe they have access to quality resources which assist in learning.

100% of students and teachers and 95% of parents believe that the school has high expectations of its students.

95% of parents believe that students demonstrate pride in their learning.

Only 55% of parents think that teachers talk to them about their child’s learning.

Future directions
The overall results for the three surveys on Learning are pleasing. Parents, staff and students believe that the school is providing positive learning opportunities for its students.

However an area of emphasis in 2011 will be working towards a better system of providing information to parents about their child’s learning.

As a school we will evaluate our Reporting to Parents Policy and look at areas of improvement that can support parents and students.

Writing

Background
In 2010 Rossmore has focused on improving students skills in writing. The school has been supported by a regional consultant through the Focus School Support program.

Findings and conclusions
All staff strongly agree that their students have improved in 2010 in writing and spelling.

90% of students either strongly agree or agree that they have improved in writing and 86% either strongly agree or agree that they have improved in spelling.

All teachers agree that they tell their students the purpose of writing whilst 10% of students disagree.

Whilst all teachers agree that their teaching program covers different text types, 30% of
students do not feel that they know about different text types.

22% of parent responses indicate that they do not understand the different types of writing their child does at school.

26% of parent responses indicate that they do not understand how writing is taught at Rossmore.

87% of parent responses indicate that they would like to know more about the teaching and learning of writing through parent workshops.

**Future directions**

The introduction of ‘learning intentions’ and ‘success criteria’ ensure students have an understanding of the purpose of writing lessons.

Parent workshops will be developed and delivered to assist parents in understanding more about the teaching and learning of writing. Flyers will also be developed to be sent home.

**Professional learning**

Professional Learning of staff is a key focus for Rossmore Public School with Quality Teaching being at the core of all that we do.

All fulltime staff members attended over 50 hours of professional development throughout the year.

The majority of this occurred at our before school Professional Development staff meetings on a Wednesday morning.

During 2010, $9 195.96 was spent on ensuring that all staff were appropriately professionally developed. The priority areas for the school were Literacy, Numeracy, Student Welfare and Technology.

All staff attended five Whole School Development where a number of mandatory training courses were held such as Keep Them Safe (Child Protection) and Code of Conduct.

Our Professional Development for 2011 will again be based around our Targets for next year.

**School development 2009 – 2011**

Our three year school plan outlines our school direction for the coming year. Each year the plan will be evaluated and minor adjustments will be made to plan. Next year is the final year of the three year plan.

Our major aim is to improve student learning outcomes for all students K-6 in Literacy and Numeracy.

**Targets for 2011**

**Target 1**

*To further improve student outcomes in writing.*

Strategies to achieve this target include:

- Introduction of programs to support reading K-6 including Focus on Reading, Best Start K-2, Jolly Phonics and MultiLit.
- ‘At Risk’ student’s needs analysed, appropriately supported and their learning growth tracked and recorded each term.
- Reading data displayed on data wall. Fortnightly expectation meetings reviewing the data wall.

Our success will be measured by:

- **Targeted groups** to show growth at least commensurate with school population
- Classroom practice demonstrating **Quality Teaching** elements embedded in programs and delivery
- Consistent assessment practices that show growth for every student. (data collection driving decision making and resource allocations)

**Target 2**

*To further improve student outcomes in numeracy.*

Strategies to achieve this target include:

- Supporting the implementation of Count Me In Too into classroom teaching and learning programs
• Ensuring classrooms are adequately resourced to support student learning in number
• Focus school support in number provided through regional consultancy.

Our success will be measured by:
• Effective syllabus implementation due to comprehensive reviews
• Staff have developed assessment strategies linked to reporting
• All students achieve National Benchmarks in Numeracy in NAPLAN

Target 3
To enhance student learning through 25% increase in staff utilising online learning, including TALE and Learning Objects.

Strategies to achieve this target include:
• Mentoring of staff through team teaching in technology
• Staff meetings and team teaching opportunities through computer support regularly programmed in the school timetable, each mainstream class and the support unit are given a fortnightly timeslot for team teaching.
• Train staff in the use of the Connected Classroom in order for it to be used for virtual excursions and communicating with other schools / classes.

Our success will be measured by:
• Students communicating widely with other students in the local network and beyond
• Technology integrated into all teaching and learning programs
• Staff comfortably using interactive whiteboards and Connected Classroom equipment in classroom teaching.

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.

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