School context

Rossmore Public School has a student population of 140 students from diverse social and cultural backgrounds. The school has three multi-categorical support classes for students with Autism.

Rossmore Public School is located in a semi-rural community. Our purpose is to provide a safe, happy, inclusive and caring school environment, where teachers and parents work harmoniously together, while giving opportunities which allow all children to develop to their full potential.

The wellbeing of each student is at the centre of all decisions. The school recognises the importance of ensuring that students, staff and parents work together as a learning community and take responsibility to improve the learning outcomes for all students.

The school has high expectations of its students and teachers and provides a stimulating and challenging learning environment with a committed focus on literacy and numeracy.

Principal’s message

2013 has been a great year. Rossmore Public School may be a small school, but we are a dynamic one! The staff, students, parents and community work together on a daily basis to ensure our school is a safe and happy environment in which to learn.

This year students at Rossmore Public School were afforded many varied and spectacular opportunities to demonstrate their skills in a range of forums. Students represented Rossmore Public School at District and Regional sporting events, leadership forums, sports gala days, chess and debating competitions, Premier’s Reading and Sporting Challenges, and the Schools Spectacular. What a proud moment it was to watch students from our support unit perform at the Entertainment Centre in the D’Arts performance.

2014 promises exciting things for Rossmore educationally. As well as Reading Recovery being reintroduced, the Early Action for Success initiative which provides us with extra funding, specialist expertise and teaching staff to support student learning with a focus on K-2, will continue. Our Instructional Leaders will be working closely with staff and students to help us meet the targets we have set for 2014 and beyond.

Thank you to the parents who support us and your children every day in a variety of ways. When it comes to strengthening the educational outcomes of students, the home school link is a very important factor. I look forward to continuing and enhancing the links that have been established this year.

It has been wonderful to have worked alongside the P&C who volunteer their time to undertake such valuable work within our school. Their hard work is recognised and their ongoing support of the school is greatly appreciated. I thank them. Money raised by the P&C this year was used to support the end of year excursion and to purchase new protective pads for the outdoor posts. A very generous donation to the Year 6 Farewell was also contributed by the P&C. For a small group of parents, they do dynamic and outstanding work in our school.

I would like to personally thank all the wonderful staff with whom I have the pleasure of working alongside each day. Their ongoing support, dedication, teamwork and enthusiasm is recognised and appreciated. Rossmore Public School is fortunate to have a dedicated staff. The students benefit greatly from your teaching expertise, administration, grounds work, and above all, kindness.

The wonderful students at Rossmore Public School are the reason we come to work to each day. I thank them for being such a brilliant group of people. Their dedication to learning, positive attitudes and wonderful personalities delight and impress. I look forward to continuing to learn alongside and from you all and watching your skills, confidence and knowledge grow and bloom.

Rossmore Public School – Inspiring the future through a dynamic education.

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.

Sandy Juleff
P & C and/or School Council message

2013 was another great year for our P&C Association.

These meetings promote the interests of the school by bringing parents, citizens, students and staff together. They are an excellent way for parents to ask questions, engage with the school staff and parents.

At our meetings we cover a wide range of topics from student welfare, educational changes, technology, fundraising and so much more.

Our P&C has raised funds throughout the year by having Meal Deal Days, Mothers and Father’s Day stalls and our end of year calendars.

The P&C appreciate the support we receive from families and school staff. We look forward to continuing our close relationship with the school, and encourage all families to be involved in their children’s education.

Joanne Mossman, P&C President

Student representative’s message

It has been a great pleasure to fulfil the role of the school captains this year.

In the past year we have been involved in many activities such as:

- Rosso Day
- Running assemblies
- Jump Rope for Heart
- Hands Across the Water
- Leading the ANZAC Ceremony

This year we have buddied up with the younger SRC members and worked with them throughout the year to plan special activities and events.

The highlight of the year would have to be our annual Rosso Day where all Year 6 students ran various activities for the school. Activities included bowling, face painting, an obstacle course, lolly guesses and much more! Overall we raised over $600.

We thank all the students and teachers for all their support throughout the year and wish the 2014 leadership team all the best!

Joanne Tran and Ibrahim Khaled, School Leaders

Student information

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

Student enrolment profile

Our school’s enrolment profile is displayed by the following table and graph.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>68</td>
<td>79</td>
<td>83</td>
<td>73</td>
<td>82</td>
<td>77</td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
<td>70</td>
<td>70</td>
<td>64</td>
<td>70</td>
<td>67</td>
<td>63</td>
</tr>
</tbody>
</table>

Student attendance profile

92.6% of students attended school on average each day in 2013. This is an increase on the attendance rate of 2012.

Student attendance, especially reducing partial absences, will continue to be a focus in 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.9</td>
<td>96.0</td>
<td>92.9</td>
<td>92.5</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.1</td>
<td>95.2</td>
<td>95.3</td>
<td>90.1</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.1</td>
<td>94.0</td>
<td>92.8</td>
<td>93.9</td>
<td>91.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
<td>91.8</td>
<td>93.3</td>
<td>93.2</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.5</td>
<td>93.7</td>
<td>91.6</td>
<td>90.8</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.3</td>
<td>93.5</td>
<td>93.9</td>
<td>90.7</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.6</td>
<td>92.4</td>
<td>94.7</td>
<td>91.2</td>
<td>89.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>93.3</td>
<td>94.8</td>
<td>93.8</td>
<td>93.4</td>
<td>91.7</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

Rossmore Public School monitors the attendance of students regularly.

A letter seeking explanation for a student’s absence is sent home the day a student returns to school if they are without a note of explanation. When a student has been absent for three days with no explanation provided, parents are contacted to discuss reasons.
In cases of persistent lateness or high absenteeism, parents are contacted via the phone to discuss reasons.

Referrals are made to the Home School Liaison Officer for further action when required.

Information regarding legal attendance requirements is regularly communicated through the school’s newsletter. Parents are educated on the social and academic benefits of regular attendance.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.104</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.881</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.185</strong></td>
</tr>
</tbody>
</table>

Rossmore Public School had an allocation of 10,304 teaching positions in 2013. This includes supplementary staffing allocations provided through the Priority School Funding Scheme (0.1) and Unique and Emergent Supplementation (0.2).

The teaching staff were supported by three School Learning Support Officers, a part-time general assistant (0.4), a part-time School Administrative Officer (0.406) and a full-time School Administrative Manager. A further 0.075 was received through Unique and Emergent Supplementation.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

According to the available information, no Indigenous staff were employed at Rossmore Public School in 2013.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</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>30/11/2013</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>146888.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149244.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>28630.03</td>
</tr>
<tr>
<td>Interest</td>
<td>4729.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>22262.88</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>428891.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5581.92</td>
</tr>
<tr>
<td>Excursions</td>
<td>9525.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9453.48</td>
</tr>
<tr>
<td>Library</td>
<td>1766.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>980.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64762.30</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>21825.80</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32007.05</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>59248.51</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7916.04</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>29048.86</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>242115.50</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>186775.92</td>
</tr>
</tbody>
</table>

Note: The figures relating to the canteen are nil as it is a leased canteen and income generated from the lease is included in the school and community sources.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013
Rossmore Public School is proud to deliver a balanced and stimulating curriculum. All students’ academic, creative, sporting and cultural needs are catered for through the provision of quality learning experiences.

Academic achievements

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Click on the link http://www.myschool.edu.au and enter Rossmore Public School in the Find a school and select GO to access the school data.

Other achievements

Arts
In 2014 students from Rossmore Public School participated in a variety of events which helped to foster student engagement within the arts. These opportunities included:

- In March students from both mainstream and support unit classes performed a dance routine at the annual Camden Show.
- The Cowpasture Concert was held in Term 4 with students from 2 groups dancing to choreography designed by teachers from the school. Thanks to the teachers who choreographed and taught the routine and helped the students to perform wonderfully on the night. Many positive comments about the performances were received from staff and parents.
- Students had the pleasure of hearing Gus Gordon give an author/illustrator talk at Rossmore. Students were very motivated by his illustrations and success.
- Students from the Rossmore Support Unit were very proud to perform in the 30th Annual Schools Spectacular D-Arts piece, which was televised on Channel 9. A huge thank you to those supportive parents and staff that devoted time and effort to make this fantastic opportunity possible.

Sports
Sport has been a strong focus at Rossmore Public School in 2013. All students’ sporting needs were catered for through the provision of quality learning experiences which included:

- Active After School Communities, a free Federally funded sporting program to encourage inactive children to participate in sport, was held two afternoons a week after school in 2013. Many amazing opportunities were provided to the students to participate in sports including soccer, basketball, Oz tag and karate.
- The Premier’s Sporting Challenge was undertaken by all. All students earned certificates which reflected their participation. Overall the school received a Diamond award, demonstrating a strong commitment towards sports by our students.
- Students from Year Two to Year Five were given the opportunity to participate in swimming lessons offered through the Department’s School Swimming Scheme. The daily lessons were held over a week at Mount Annan Leisure Centre and focused on swimming technique, stroke correction, water survival skills, water safety, rescue techniques, and pool and water rules. All students made progress in their swimming ability and confidence level.
- All students enthusiastically participated in the Swimming, Cross Country and Athletics carnivals. Students who excelled in their events went on to represent our school at the zone carnivals.
Students participated in Small School Relay event at the Area Swimming carnival.

A combined sport gala day was held across the Cowpasture Community of Schools. Kindergarten to Year Two participated in tabloid and sporting activities at Horsley Park Public School. Year 3 to Year 6 attended Bringelly Oval and participated in Newcombe Ball, netball and Oz tag.

In Term 3 and 4 students from the support unit participated in a weekly swimming program designed to improve water safety awareness and student confidence in and around the water. Thank you to those parents who supported the program each week and thank you to the Michael Wendon Swimming Centre for supporting our students.

Significant programs and initiatives

Aboriginal education

Aboriginal education has a strong focus at Rossmore Public School and 2013 saw many exciting events and initiatives take place.

Aboriginal perspectives continue to be embedded in all teaching and learning programs and taught across the key learning areas.

In 2013, Rossmore had five Aboriginal students reflecting 3.5% of the student population. Staff at Rossmore under took professional learning in the design and implementation of Personalised Learning Plans for Aboriginal students.

In 2013, the Cowpasture Aboriginal Education Committee held a combined NAIDOC Day Celebration at Middleton Grange Public School. Indigenous students from the 8 schools, along with the Public Education Ambassadors and non-Indigenous students attended this special event. Students attended workshops on bush tucker, traditional Aboriginal games, crafts, traditional story telling with a modern iPad twist and yarning circles.

Our Term 3 Cowpasture Community of Schools combined staff development day included two workshops by a Department of Education and Communities Aboriginal consultant who taught staff about the ‘Aboriginal 8 Ways of Learning’.

Staff were then involved in creating their own unique artworks using symbols.

Acknowledgement of Country is observed at all assemblies and special events.

Multicultural education

At Rossmore Public School 34% of students come from non-English speaking backgrounds. In 2013 the school had no new arrivals.

Two trained anti-racism contact officers support the school with anti-racism procedure.

Multicultural perspectives, harmony and acceptance are taught across the curriculum and modeled by staff to promote cross-cultural understanding.

The school discipline policy includes expectations of racism and discrimination free working and learning environments. This is strictly adhered to and all incidents of racism or discrimination are referred immediately to the anti-racism contact officer.

Rossmore Public School celebrated Harmony Day by participating in the ‘Hands Across the Water’ fundraising initiative. This involved all students creating a hand print that represented harmony between all cultures. The students also wore orange to promote harmonious behaviour between all students.

During the year students at Rossmore have been promoting multiculturalism by studying the topics “Celebrations” and “People and their Beliefs”. Through studying these units students have been able to gain a deeper understanding of the values and traditions of a variety of cultures.

Transitional Equity Funding

In 2013, Rossmore Public School received $24 200 of funding through the Transitional Equity Funding. A 0.1 (half day) teacher supplementation was also received. The Transitional Equity Funding was utilised to support the school’s focus areas of literacy, numeracy and engagement.

The staffing supplementation of 0.1 was utilised to support student learning half a day a week. Team-teaching situations were created to support classroom teachers to deliver a more differentiated curriculum by reducing the teacher/student ratio during literacy and numeracy sessions. The smaller groups facilitated greater individualised learning for students.
Transitional Equity Funding directly supported the professional learning of all teachers in literacy and numeracy. Increased teacher knowledge and capacity to deliver engaging, relevant, challenging and significant teaching and learning programs was enhanced and reflected in increased student learning outcomes. The ongoing evaluation, enhancement and monitoring of existing programs and practices, ensured literacy and numeracy learning outcomes for students were maximised.

Every Student Every School

In 2013 Rossmore received $25,460 in funding under the Every Student Every School initiative. This funding allowed the school to employ a School Learning Support Officer to target students with additional learning needs in the mainstream with a focus on literacy and numeracy.

Funding was used in the provision of professional learning for staff and allowed for the Learning and Support teacher to make appropriate adjustments for those students targeted.

National partnerships and significant Commonwealth initiatives (participating schools only)

Early Action for Success

In Semester Two 2013 Rossmore Public School was added to the Early Action for Success initiative. The school received $18,012.56 in funding. In addition a 0.3 staffing allocation was provided. The program is supported by two instructional leaders working across a hub consisting of 3 local schools.

The Targeted Early Numeracy Program was introduced to Rossmore Public School’s K-2 classes. This program involved specialist training and the acquisition of resources across K-2.

To support school plans and targets, teachers participated in intensive professional learning sessions during Semester 2, 2013. These sessions focused on targeted areas of writing, the Literacy K-6 Continuum and the introduction and implementation of the new English K-6 syllabus.

Through the Early Action for Success strategy, teacher professional learning needs were identified. High quality professional learning and in-class support has been provided by two Instructional Leaders, Shirley Becker and Julie McGuire.

School planning and evaluation 2012—2014

School evaluation processes

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

- Analysis of NAPLAN data by teaching staff and executive.
- Ongoing evaluation and review of School Plan Indicators.
- Teacher/Executive/Principal Assessment and Review Schedule (TARS, EARS & PARS) reflection on targets and implementation of the school plan at the classroom level.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Reduce the number of students in the minimum standard bands and increased number of students in proficiency standards in Literacy.

Evidence of progress towards outcomes in 2013:

- The percentage of students in Year 3 achieving below the minimum standard in reading was reduced by 12% from 2012.
- The percentage of students in Year 5 achieving below the national minimum standard in reading was reduced by 5% from 2012.
- Growth in Grammar and Punctuation for Year 5 boys was above the state average for all schools.
- 46% of Year 3 students met proficiency standards in Spelling and Grammar and Punctuation.
- Consolidation of Focus on Reading 3-6 strategies and teaching pedagogy in 2013
to empower teachers in the provision of quality teaching and learning programs in Reading.

- Analysis of SMART data individual item analysis to target areas for further development.

**Strategies to achieve these outcomes in 2014**

- Continued implementation of the *Early Action for Success* strategy. Early intervention and on-going monitoring of progress in literacy in K-2. In this way, every student at risk of not achieving expected outcomes in literacy is identified and receives appropriate support.

- Provision of targeted professional learning by the Instructional Leaders to K-2 classroom teachers and support staff to build whole school capacity to implement effective oral language and writing programs.

- Implementation of the Language, Learning and Literacy (L3) program in Kindergarten.

- Utilise RAM Equity loading to employ a LaS teacher for the equivalent of 0.4 to support students with additional learning needs.

- Instructional leaders provide professional learning for executive staff in the management of sustained classroom change.

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**

Reduce the number of students in the minimum standard bands and increased number of students in proficiency standards in numeracy.

**Evidence of progress towards outcomes in 2013:**

- The percentage of students in Year 3 achieving below the minimum standard in numeracy was reduced by 7% from 2012.

- The percentage of students in Year 5 achieving below the national minimum standard in numeracy was reduced by 4% from 2012.

- 2013 the expected growth achieved by Year 5 students showed a 29.5% improvement on 2012 results.

- 95.5% of students K-2 achieved above the desired levels in the Targeted Early Numeracy Program.

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

- Continued implementation of the *Early Action for Success* strategy. Early intervention and on-going monitoring of progress in numeracy in K-2. In this way, every student at risk of not achieving expected outcomes in numeracy is identified and receives appropriate support.

- Continuation of the Targeted Early Numeracy program, to identify and support those students achieving below expectations in K-2.

- Instructional leaders provide professional learning for executive staff in the management of sustained classroom change.

- Ongoing professional learning for staff in understanding and implementing the Mathematics syllabus.

- Analysis of NAPLAN item data to identify student areas of concern and provide targeted support and resources to address these areas of concern.

- Utilise RAM Equity loading to employ a LaS teacher for the equivalent of 0.4 to support students with additional learning needs.

**Professional learning**

All staff undertook extensive professional learning in 2013. Professional learning was linked to the school’s targets of literacy, numeracy, engagement and quality teaching.

The average school expenditure on professional learning from tied professional learning funds, Transitional Equity and Regional Equity funds, Early Action for Success and the global school budget was $1529.25 per teacher. Total expenditure was $19880.25. Teachers also attended a variety of regional and network
professional learning as well as experiences outside of school hours at no cost to the school.

Professional learning experiences include:

- Participation in five staff development days with professional learning sessions linked directly to the school or Community of Schools’ targets. Topics included Aboriginal Education, literacy, numeracy, catering for students with additional needs, creative arts, programming, assessment and feedback, data analysis and raising expectation.

- All staff participated in Cowpasture Connections. Opportunities to attend and present workshops were provided over a two week period. This professional learning initiative focuses on ‘Teachers teaching teachers’.

- Through the Early Action for Success initiative, K-2 teaching staff engaged in ongoing personalised professional learning with the Instructional Leaders. The use of data analysis to inform teaching and learning programs and differentiation of the curriculum to meet learning needs were a focus.

- The Instructional Leaders and principal attended a two-day Early Action for Success conference with a focus on supporting staff to deliver high quality literacy and numeracy programs.

- The principal attended the South Western Sydney regions principal’s conference, The Primary Principal’s Association Liverpool and State conferences and other professional learning opportunities.

- Staff across the 8 schools in the Cowpasture Community participated in comprehensive professional learning focusing on effective implementation of the new English K-6 Syllabus. A successful submission through the Regional Equity Initiative funds, provided $17 300 of shared funds.

- The Regional Numeracy Facilitator trained K-2 staff in the implementation of the Targeted Early Numeracy program.

- The executive attended a full day conference in the analysis and tracking of student data recorded in K-6 PLAN using the continuums.

- Three teachers worked closely with executive towards achieving accreditation with the NSW Institute of Teachers.

- Weekly professional learning meetings for all staff focused on targeted areas of school need.

- All staff undertook compliance training including child protection, Code of Conduct, corruption prevention and anaphylaxis training in 2013.

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

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Kindergarten parents were surveyed about the quality of the Kindergarten orientation program as well as their overall satisfaction with the school. All teachers and a large sample of students also responded to surveys.

In considering the views of all key stakeholders, responses indicated that:

- 100% of parents strongly agree that the Kindergarten orientation program provided their child with opportunity to become familiar with the school and teacher; the parent information sessions were informative and provided valuable information; and the program increased parents confidence in sending their child to Rossmore Public School.

- 100% of Kindergarten parents feel that the teachers are approachable and that they provide a stimulating and challenging learning environment for students.

- the majority of teachers, parents and students either strongly agree or agree that the teachers empower students to take responsibility for their own actions.

- the school responds quickly and fairly when dealing with behavioural issues.

- 100% of staff respondents hold a positive view of the school and feel the school provides quality teaching and learning; that behavioural expectations are communicated to students and issues
dealt with fairly; and that communication to parents have improved.

- 91% of students understand the school rules and the consequences; and feel that their teacher helps them to do their best.

- The majority of students either strongly agree or agree that they can talk to at least one teacher if they have a problem; that their teacher helps them feel good about themselves; and their teacher listens to what they have to say.

- Clear communication of the school's expectations and procedures need to be further enhanced and will remain a focus in 2014.

- It would be beneficial to continue professional learning for staff with a focus on feedback and formative assessment in 2014.

- The overwhelming majority of respondents indicated a high level of overall satisfaction with the school.

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.

Sandy Juleff – Principal
Lynette de Peau – Assistant Principal
Craig Narres – Assistant Principal
Shirley Becker – Instructional Leader
Joanne Mossman – P & C President
Joanne Tran – School Leader
Ibrahim Khaled – School Leader

School contact information

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