Rockdale Public School
Annual School Report

2012
Principal’s message

2012 has been an extremely full and rewarding year at Rockdale Public School. Being the first year of our 2012 – 2014 school plan has meant that the foundations have been put into place that will guide the direction the school takes over the coming years. It has been wonderful to work with staff members, students, parents and members of our wider community on defining what it is collectively we want to achieve over the coming years and more importantly, what it is the students of Rockdale Public School need to keep their education meeting their needs and relevant for the future.

It is very humbling to work with such a dedicated team of professionals. The staff at Rockdale Public School have thrown themselves into all initiatives and programs that we have established together throughout the year and it is because of their determination and hard work that we can clearly visualise the things that we hope to achieve over time as a school and on behalf of our students. In line with dedication of the staff has been the amazing support from our P & C and School Council who have been involved in all aspects of the planning for the upcoming years and have offered both wise counsel and unstinting support for the leadership team within the school.

I am also very aware of the wonderful students we have at Rockdale Public School. They have shown that they are also willing to embrace new and different things and to take every opportunity to get the most out of their own learning. We are very fortunate to work each day with such a caring group of individuals who are constantly taking on a range of challenges that contribute to the warm and supportive environment that exists at Rockdale Public School.

I am extremely proud to be the Principal of the school. I believe that while we are working hard together as a school community to plan for the future of the our students and the school, we are also playing an important role within the local community, particularly in the way we are engaging with local services in an effort to support local families.

It is exciting to work in an environment that always questions what it is that our students most need and whether the plans we have made will continue to be the right ones to help them achieve all it is they need to achieve, both now and into the future.

After all of the things that have been put in place at the school during 2012, I am very much looking forward to seeing everyone’s hard work come to fruition in the upcoming years for Rockdale Public School and its students.

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.

Mark Steed
Principal

P & C message

The Parents and Citizens (P&C) Association is the parent body which acts in partnership with the principal and staff to improve our children's experience at school.

Here at Rockdale Public School, we welcome your involvement and invite you to join us. It's a great way to participate and get to know your children's school community. Not only do we raise much needed funds for the school, helping out sets an important example for your children. In 2012, we strongly supported the school in its endeavour to focus on literacy. This will continue in 2013 as well as improving the way the school is perceived via the way we look with new PSSA shirts and athletic singlets, partially funded by the P&C. 2013 will also see us involved in the reviewing of the school's uniform policy.

Parents and carers who love hands-on work and are handy with useful skills can come along and support us during the year with the various activities run by the P&C Association. You are all most welcome and we invite you to come and join us for our meetings on the first Tuesday of each month at 9:15 am in the staffroom.

Robyn Morris
P & C President
School Council message

Rockdale Public School is a school that embraces student welfare and learning. In 2012, there have been many changes that have taken place in the school. However, all of these changes have been presented to the school council and our input has been sought diligently. This means that not only the teachers, but the whole school community which includes parents and local citizens, have had a chance to make a difference in the way the school operates. This is very positive thing for the school and the students have benefited from this caring and nurturing environment.

Our new school principal, Mark Steed, who joined the school in the second half of 2011, has led the charge and taken Rockdale Public School in a new direction in teaching. This has resulted in a lot of hard work for the teachers and staff. However, they have all been extremely supportive and have worked exceedingly well as a team under his guidance. It has been very positive for the school.

One of the changes introduced include the digital availability and sharing of the resources by all members of the staff. This is another positive change. With the growing technology, it is important to keep up with what we need to function effectively. Resources need to be made relevant and easily accessed by everyone.

Another change is the introduction of a new Literacy Resource Library. This library now houses all the primary school literacy resources in one central, easy to access location. There is also an accompanying database, which is updated each term whenever new books are purchased.

Yet another change is the re-organizing of the classroom literacy groups, where support literacy teachers help the classroom teacher. This new way of teaching in the classroom, lets class teachers get to know their own students very well and personally access their students’ learning progress. This is a positive change from the perspective of a parent who then just need to see the one class teacher to know everything about their child, and get the whole picture.

In 2012, the whole school also participated in the school concert “Rockdale Rocks” which was very successful and students all had a wonderful time. It was a great opportunity for the students to join in such a fun and worthwhile community event.

As a member of the School Council, it has been really delightful to see such a professional production, and see the joy and eagerness in all the students who participated in this incredible learning journey. Students are RPS obviously enjoy being at this school.

It is always difficult to undergo change. It takes a lot of work, commitment and time. However, the teachers and staff of RPS have obviously taken these changes to heart and are giving it a fair go. It has been well worth being on the School Council to see this. I have been proud to be part of a school community that embraces this kind of change and cares for its students, teachers and staff to this degree. Rockdale Public School is a place which engages all of us and needs all our support. I strongly encourage any parent or citizen, who are part of the school, to come and join us in the School Council which meets once a term on Tuesday of Week 6. It is a great place to be. I assure you will be well informed and can make valuable contributions.

I look forward to 2013 and am keen to see the outcomes. I am sure there will be many positive results as all the teachers and members of staff have worked staunchly together for the greater good of their students, our children.

Nan Chen
School Council President

Student representative’s message

In 2012, we had a walkathon were the whole school walked around 15 to 10 laps around the school and the Ken Rosewall Park. The children pay ten dollars to enter then they were sponsored by the family or friends.

Another fundraiser we had was Jump Rope for Heart, we were sponsored by family and friends and if we were sponsored over 300 dollars you could choose an Xbox or an iPod Touch.

We also had an Olympic Fun Day were classes were split into teams, one K-2 class with a 3-6 class. The teachers choose a country for the class to represent. The winner was the USA team. We had NAIDOC Week and children got a band to wear all week. We also got to wear the colours of the Aboriginal Flag (Black, Yellow and Red). We were also given a pencil case and a sharpener.
We had the Rockdale Rocks showcase in September; the theme was supernatural and the children performed items like Michael Jackson’s Thriller and the Ghostbuster Theme Song. At the end of Rockdale Rocks, Stage 3 performed Fireworks by Katy Perry.

We also had a Mini Fun Day, where Stage 3 made stalls for the other children to buy from like Lucky Dip, Hairspray, Sponge Throwing, Lolly Guessing etc.

We had many groups during the year like Stage 3 and 2 Drama group, Stage 2 environmental film group (they won first place), Thera games, Dance Sport and many more. We participated in many sporting events like: Swimming Carnival, Athletics Carnival, Field Events and Cross Country carnival. The Year Fives were asked to help the kindergartens and their parents around the school showing them the library, the computer lab, the canteen, the hall and the Ken Rosewall Park.

We hope more children come to this fantastic school of ours.

Bailey Aguinaldo and Norah Yassine
School Captains

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>250</td>
<td>251</td>
<td>265</td>
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<td>228</td>
<td>226</td>
<td>225</td>
<td>228</td>
<td>206</td>
<td>208</td>
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</table>

Management of non-attendance

Class rolls are marked each day at school and attendance patterns are regularly monitored by teaching and administration staff. The Home School Liaison Officer (HSLO) also monitors student attendance each term.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>KM</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
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>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher of Community Languages</td>
<td>2.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.63</td>
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</table>

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

There are no staff members from an Indigenous background.

Staff retention

During 2012, two teachers completing temporary teaching appointments replaced permanently appointed staff members who were undertaking Maternity Leave.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>25%</td>
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</table>

Financial summary

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

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<thead>
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<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tr>
<td>Income</td>
<td>$161 184.60</td>
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<tr>
<td>Global funds</td>
<td>275 530.24</td>
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<tr>
<td>Tied funds</td>
<td>100 985.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>155 093</td>
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<tr>
<td>Interest</td>
<td>7 832.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 661.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>718 288.10</td>
</tr>
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</table>

Expenditure

| Teaching & learning          | 58 374.90  |
|                             | 35 174.71  |
|                             | 59 935.24  |
| Library                     | 9 679.94   |
| Training & development      | 6 870.37   |
| Tied funds                  | 109 805.16 |
| Casual relief teachers      | 63 717.69  |
| Administration & office     | 73 284.67  |
| School-operated canteen     | 0.00       |
| Utilities                   | 96 288.11  |
| Maintenance                 | 28 257.70  |
| Trust accounts              | 11 887.90  |
| Capital programs            | 0.00       |
| Total expenditure           | 553 276.39 |
| Balance carried forward     | 165 011.71 |
A full copy of the school’s 2012 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 2012

Achievements

Academic

The Premiers Reading Challenge was successfully completed during 2012. Three hundred and fifteen students from Rockdale Public School completed the 2012 Challenge. This total number was made up of 172 students from Kindergarten to Year 2 and 143 students from Years 3 to Year 6. This is an outstanding improvement from the students in Years 3 – 6. In 2011, only 17 students in total completed the challenge from this age group. The challenge has been a fabulous way to focus on reading.

Thirteen students from Years 5 & 6 attended the Talent Acceleration Program run by Moorfield Girls High School and James Cook Boys High School. Each program ran for one day per week over a five week period. Subjects studied included Visual Arts and animation, Science, Food preparation and Hospitality.

Public Speaking is a core component of learning across all stages at Rockdale Public School. Public Speaking is taught in all classes by the classroom teachers and is utilised across all key learning areas. In 2012, the students were involved in the Multicultural Public Speaking Competition and the Sydney Region Public Speaking Competition.

The Multicultural Public Speaking competition was for Stage 3 students and it took place in Term 2. Each classroom teacher was responsible for introducing their class to a list of topics provided by the competition organisers and preparing them for what would be required in a prepared and an impromptu speech. The teachers used the message, manner and method marking criteria to devise rubrics that allowed them to select two class representatives. The class representatives then became stage finalists and competed with other students in a whole school final. Two students from Stage 3 were then selected to represent Rockdale Public school at the competition held at Tempe Public School on Thursday the 21st of June.

The Georges River Network Public Speaking Competition took place in Term 3. This competition began as a whole school competition where every student was required to deliver a speech as part of their class assessment. All students from Years 1-6 were required to present a prepared speech and an impromptu speech. Kindergarten students were only required to present a prepared speech. Teachers provided opportunities for their students to discuss their topic of choice and students were given time to practice their delivery in the classroom. Teachers then chose two class representatives to go into the school final. The winners from each stage went on to represent the school at Connells Point Public school on Wednesday the 24th of October.

Our Stage One school representative was the winner of the Public Speaking competition and will go on to represent our network at the Sydney Region Public Speaking Competition, which will be held at Canterbury South Public School on Tuesday 6th November.

All students at Rockdale Public School benefited from the public speaking competitions as public speaking is embedded across all classes for all students.

In 2012, Rockdale Public School entered 2 teams in the Premier’s Debating Challenge. The teams consisted of both Year 5 and Year 6 students. There were 11 students in total. They debated against teams from Hurstville, Oatley and Oatley West public schools. Despite their best efforts, they did not reach the finals.

The Rockdale Public School Chess Team were the winners of the Metropolitan East Region - St George Zone Chess Competition, run by the NSW
Junior Chess League. The matches were held on Friday afternoons after school during Terms 2 and 3. Rockdale A Chess Team won the Primary Schools One-Day Tournament held at St George Leagues Club.

Arts

During September, Rockdale Rocks 2012 was a performing arts showcase held at the school. It was a fantastic example of the multi-talents of our students from Kindergarten to Year 6. Every child performed in an item with their class, stage or specialist performance group. Students sang, danced, recited, performed dramas, played musical instruments and moved creatively to music. The students’ delightful performances were met with enthusiastic responses from all audience members at the two sell-out concerts. This concert encapsulated the energy and dedication to performing arts that our students thrive on. Rockdale Rocks was a definite highlight on the school calendar for 2012.

Thirty one students from Stage 3 participated in the DanceSport Challenge, learning the cha-cha, tango, salsa and jive with professional dance tutor. The dancers exhibited their talents and glittered alongside 27 other schools, at the Gala Evening before an enthusiastic audience of ten thousand. All of our competition couples received several call backs in the competition portion of the evening. Everyone performed admirably in all the routines and received medals for achievements.

The Senior Dance group was made up of 17 girls from Stage 2 & 3. With the help of Mrs Stylianou, they created a modern routine to Havana Brown’s song ‘We run the night’. They performed during Education week at school and at Rockdale Plaza. The group was also part of the St George Performing Arts Festival at the Sutherland Entertainment Centre, performing at the matinee and evening concerts. In Term 3 they were the opening act at the Rockdale Rocks concert.

The Junior Dance group was made up of 18 girls from Stage 1. With the help of Mrs Hewitt, they created a modern routine to Miley Cyrus’ song ‘Let’s Dance’. They performed during Education week at school and at Rockdale Plaza. The group was also part of the St George Performing Arts Festival at the Sutherland Entertainment Centre, performing at the matinee and evening concerts. In Term 3 they performed at our Rockdale Rocks concert.

The Stage 2 and 3 students of Rockdale Public School are given the opportunity to participate in weekly drama sessions throughout the year. These sessions are designed to assist the students in developing their confidence and dramatic ability. To showcase their talent, the students perform on occasions to an audience. At the Rockdale Rocks showcase this year, Stage 2
performed their version of “The Three Little Pigs” and Stage 3 performed “Alice”. Both groups performed brilliantly and were well received by the audience.

The Junior Choir was made up of twenty-five students from Stage Two. The students did a wonderful job learning a repertoire of songs for the St George Performing Arts Festival. The students showcased their vocal talents at Sutherland Entertainment Centre on 7 August 2012. The Junior Choir also performed at Rockdale Plaza and the biennial Rockdale Rocks performing arts showcase.

Netball
This year Rockdale entered one senior and one junior netball team in the Botany Bay PSSA competition. The Senior A team were undefeated throughout the competition and are the 2012 Division 2 Premiers and the Junior B team, many of whom had never played before, were the Division 2 runners up after being defeated by Hurstville in the grand final.

Soccer
Both the junior and senior boy soccer teams had a great season this year. The consistent effort and determination of the boys during the training sessions and on the match days led to the junior team making it to the grand final (Rockdale 4 / Athelstane 7) and the senior team to the semifinals (Rockdale 3 / Arncliffe 4). The boys have displayed a commendable team spirit on all occasions, even in defeat, and upheld Rockdale Public School's reputation of good sportsmanship.

Cricket
Rockdale participated in the Botany Bay PSSA cricket competition on Friday mornings during summer. Junior cricketers play a regular version of cricket while the senior team plays a limited (12 to 14) overs game. Players have developed skills of catching, throwing, batting, running, cooperation and leadership. Players have also increased their fitness as they train and play. Almost all players do not play cricket outside of school.

At the time of writing both teams had won more games than they have lost this season.
Primary Sports Programs

A variety of sports are offered to Primary students each Friday morning, apart from those students who participate in PSSA interschool sport. Each term students can select a different sport from swimming lessons with professional swimming instructors, tennis lessons with a professional coach, indoor soccer and basketball. There is also a school sports skills program run for students who remain at the school.

Swimming

All primary students attended the swimming carnival at Hurstville Aquatic Centre. Sixteen students attended the Botany Bay PSSA District Carnival this year.

Cross Country

All primary students attended the cross country run at Bi-Centennial Park, Rockdale. Twenty nine students represented Rockdale Public School the Botany Bay PSSA District Cross Country Carnival.

Athletics

All students K-6 attended the athletics carnival at Hurstville Oval. Twenty eight students from Rockdale attended Day 1 of the Botany Bay PSSA Athletics carnival at Sylvania. Thirty five of our students attended Day 2 of the Botany Bay PSSA Athletics carnival at Sylvania.

Two students, Remy and Cameron, made it into the Botany Bay PSSA Athletics team who went to Homebush. One student, Remy, went to the Sydney East PSSA Athletics carnival.

Olympic Sports Day

On the 5th September all students in Kindergarten through to Year 6 participated in a special day to celebrate the London Olympics. It was titled Olympic Sports Day and all students were allocated a different country to represent. It was a wonderful day and all of our students were actively involved in the different activities and events that took place.

Gymsports Program

The Gymsports program took place in Term 1 for a period of 7 weeks. It was for all students from Kindergarten to Year 6. All students who took part in the program were assessed to gauge their level of improvement with gymnastics skills and given a certificate to show their participation in the program.

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.

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)
**Reading – NAPLAN Year 3**

**Year 3 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>399.3</td>
<td>432.9</td>
<td>419.6</td>
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**Skill Band Distribution**

<table>
<thead>
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<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
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<tr>
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<td>11</td>
<td>15</td>
<td>16</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.6</td>
<td>16.7</td>
<td>22.7</td>
<td>24.2</td>
<td>15.2</td>
<td>16.7</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>4.5</td>
<td>13.9</td>
<td>24.0</td>
<td>27.3</td>
<td>16.3</td>
<td>13.9</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>2.5</td>
<td>6.8</td>
<td>14.4</td>
<td>23.2</td>
<td>26.5</td>
<td>26.6</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
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</table>

**Percentage in bands:**

- Year 3 Reading
- Year 3 Writing
- Year 3 Spelling
- Year 3 Grammar & Punctuation

**Numeracy – NAPLAN Year 3**

**Year 3 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
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<tr>
<td>418.6</td>
<td>409.9</td>
<td>400.2</td>
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**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>6</td>
<td>13</td>
<td>19</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.5</td>
<td>9.1</td>
<td>19.7</td>
<td>28.8</td>
<td>19.7</td>
<td>21.2</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.0</td>
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<td>24.0</td>
<td>18.0</td>
<td>14.4</td>
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<tr>
<td>SSG % in Bands 2012</td>
<td>2.8</td>
<td>7.5</td>
<td>18.0</td>
<td>30.6</td>
<td>23.8</td>
<td>17.2</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
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Reading – NAPLAN Year 5

Year 5 NAPLAN Reading

Average score, 2012

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<tr>
<td>Average</td>
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Skill Band Distribution

<table>
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<tr>
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<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>15.4</td>
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<tr>
<td>4</td>
<td>8</td>
<td>12.3</td>
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<td>5</td>
<td>19</td>
<td>29.2</td>
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<td>6</td>
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<td>6.2</td>
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School Average 2008-2012

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<tr>
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<th>Number in Bands</th>
<th>Percentage in Bands</th>
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<td>25.7</td>
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<td>7</td>
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<td>12.4</td>
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<td>8</td>
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<td>6.0</td>
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State DEC % in Bands 2012

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<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9.3</td>
<td>5.3</td>
</tr>
<tr>
<td>4</td>
<td>11.2</td>
<td>9.4</td>
</tr>
<tr>
<td>5</td>
<td>23.7</td>
<td>20.7</td>
</tr>
<tr>
<td>6</td>
<td>24.0</td>
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<td>23.7</td>
</tr>
<tr>
<td>8</td>
<td>12.1</td>
<td>14.5</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 5

Year 5 NAPLAN Numeracy

Average score, 2012 | School | SSG | State DEC
--- | --- | --- | ---
484.2 | 505.8 | 493.6

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>8</td>
<td>13.1</td>
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</tr>
</tbody>
</table>

School Average 2008-2012 | 3.5 |
SSG % in Bands 2012 | 3.8 |
State DEC % in Bands 2012 | 6.4 |

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>School</td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
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<td>95.8</td>
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Progress in reading

Average progress in Reading between Year 3 and 5*

<table>
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<tr>
<td>SSG</td>
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</tr>
<tr>
<td>State DEC</td>
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</tbody>
</table>

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.

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>94.0</td>
<td>95.5</td>
<td>94.0</td>
<td>91.0</td>
<td>97.0</td>
</tr>
</tbody>
</table>
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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

### Significant programs and initiatives

**Bayside Community of Schools – Middle Schooling Project**

The Bayside Community of schools has been formed from a group of local primary and secondary schools consisting of James Cook Boys’ Technology High, Moorefield Girls’ High, Arncliffe Public School, Carlton South Public School, Brighton Public School, Ramsgate Public School and Rockdale Public School. The Bayside Community of Schools aims to develop strong links between local schools and to share opportunities for learning among students and staff members. Also, each of the member schools wanted to find out more about the programs and initiatives happening in the other member schools. Initially, the community of schools targeted initiatives related to Middle schooling and the transition to high school from primary. This involved a number of coordinated activities organised between the primary and high schools. Another component is the Talent Acceleration program. Four or five students from each of the primary schools spend one session each week over a five week period taking part in some specific Stage 4 activities on one of the high school sites. During the year Talent Acceleration programs were run in visual arts and animation, science and Food technology. These were very well received programs and the students taking part in the programs were able to provide feedback to each of their schools about the different learning experiences and equipment they had used. The third component of the Bayside Community of Schools is the planning of shared professional learning experiences for the staff members of each school. During 2013 and 2014, the implementation of the Australian Curriculum will mean that schools will be responsible for a large amount of professional learning and the member schools believe that this responsibility will be far more cohesive when organized over a number of different schools to ensure a greater level of consistency.

**Theragames Social Skilling and Engagement Program**

Theragames is a social skilling and social engagement program. It is designed around a set of therapeutic games that are designed to teach social and emotional skills to children. During Term 3, Mrs Janice Archer from Carlton Public School spent a day training a group of interested teachers in the program. From this, a pilot program has been implemented. A group of Year 5 children have participated in training sessions with Ms Archer, Mrs Fossey and Mrs Sampson, where they developed leadership skills and made the game kits.

Targeted students from Stage 1 participate three times per week in the Theragames program. On the first day, the teachers discuss a skill such as listening or following rules. During the second session the students play cooperative games with each other in order to consolidate the skill. Then, the Theraleaders join the students and play the Theragames.

We envision Theragames continuing into next year using the same Theraleaders and targeting different students throughout each term as participants in the program.
**Passive Play Area**

In 2012 we completed the construction of a Passive Play area. The Passive play areas allow students to go to a quieter area and use sensory/fine motor/ tactile equipment as part of their play. The passive play has been designed to include a sand pit space for sensory motor play and artificial grass areas for construction style play. The passive play area is not a running / movement based area. Instead, it allows students to build their confidence in a smaller playground space, as opposed to feeling reluctant and unsure in the wider playground area. It is also an effective social meeting point for students. We have purchased a range of equipment to enhance the passive play area. As part of the operation of the area, one of the school’s School Learning Support Officers, Mrs Gao, coordinates a team of student volunteers who help with the setup of equipment, the running of the area and the peer support of students.

**Community Engagement**

Increased community engagement has been a major school priority area in 2012. A school sub-committee has instigated several highly successful initiatives including:

- More effective translation of important documents and information into community languages,
- The implementation of adult education courses run by St George TAFE Outreach Education on school premises. These included:
  - English literacy courses for parents with 34 people attending in Term 2 and 17 in Term 3.
  - Computer use and child computer safety with 25 people attending in Term 3,
- A Parents Connect playgroup run by IntegriCare and partnered with the school. This group often undertook activities in conjunction with the school and at times on the school site. Parents attending were provided with an uncomplicated opportunity to transition to Rockdale Public School. The group was highlighted in a St George and

  - A successful application for a Nepali community language teacher, reflecting the fact that our Nepali background enrolment has increased to 49. This allocation is for two days per week during 2013,
  - The enrolment of 20 people into the effective parenting course 123 Magic run by our School Counsellor,
  - The liaison of school staff with Nepali community members
  - Participating in the foundation and development of the Bayside Community of Schools. This is a group of schools consisting of James Cook Boys’ Technology High, Moorefield Girls’ High, Arncliffe Public School, Carlton South Public School, Brighton Public School, Ramsgate Public School and Rockdale Public School. The most exciting innovation from this community has been the opportunity for some of our talented students in art, science and TAS to attend regular enrichment days at the High Schools.

**Digital Video Production Groups**

Nine students from Stage 2 formed a digital movie making group with the aim of creating an environmental focused film to enter into a competition held by Rockdale City Council. During the process of movie creation, the students developed skills and knowledge in camera technique, digital editing, acting and script development. The students were enthusiastic and committed to the project from start to finish. Their effort and hard work was rewarded as the
group received second place in the competition and $350 in prize money.

A group of Stage 3 students also formed a similar group and entered the Think Global Film Local Environmental Movie Making competition run by Rockdale City Council. All students in the group worked hard to shoot, edit and produce a short digital movie they could enter into the competition. As a result of their commitment to the project, the Stage 3 Digital Video group won first prize in the competition and received $750 in prize money that will go towards expanding the digital movie making equipment at the school.

**Peer Support Program**

In 2012 all Year 5 and 6 students were peer support leaders. All Year 5 and 6 students developed their leadership skills during a two day school based leadership training program. Peer support lessons were conducted during Term 2. Each lesson was run by the Year 5 and 6 students with each group consisting of about 10 students in Kindergarten to Year 4. The Year 5 and 6 students demonstrated increased leadership skills and all students developed friendships and support networks across different grades. The program has led to a playground more conducive to collaborative problem solving, with the senior students taking a peaceful mediator style role when seeking a resolution.

**Aboriginal education**

In 2012, our school community celebrated NAIDOC week with the sale of special wrist bands to signify that our school was involved in raising funds to support a literacy program for Indigenous students who were experiencing difficulty with aspects of literacy learning. This was a very worthwhile cause and the students purchased a lot of wrist bands to support this wonderful program and remind us about the importance of acknowledging NAIDOC week within our school community.

**Multicultural education**

**English as a Second Language Program**

Rockdale Public School is a multicultural school with 89.1% of students from a language background other than English (LBOTE) as at 30th June 2012. The dominant cultural backgrounds are Nepali, Macedonian, Hindu and Chinese. Teaching English to LBOTE students is an essential part of learning at Rockdale Public School. The school has an allocation of 2.6 English as a Second Language (ESL) teachers. The ESL teachers work with LAST, classroom teachers and assistant principals to best support student needs.

The school is made up of phase one, phase two and phase three ESL students. The majority of phase one English language learners are in kindergarten. This year, out of our 65 enrolments, 58 students are Phase One ESL learners (89%). These students are classed as Phase One because 16 of them were born overseas (27%) and speak limited English. This year, the ESL teachers have worked extensively within the kindergarten classrooms to develop language acquisition through communicative activities related to the content in the classroom.

Phase one students can be found in other stages at Rockdale Public School. Students in later years who have been enrolled at the school for longer than a year are still classed as phase one if they have been on an extended holiday during the year and still have limited English fluency. Other new arrival students come steadily throughout the year and require maximum support as they come to school with little or no English.

The ESL teachers are involved in the whole school literacy program targeting ESL students within literacy group sessions. The ESL teachers also take targeted withdrawal groups that coincide with the curriculum areas being taught. The ESL lessons aim to provide students with the language they need to access what it being taught in the classroom.

This year one of the ESL teachers was involved in the ESL pedagogy in Every Classroom (EPIC) Pilot Project which provided ESL and classroom teachers with skills and understandings to appropriately support their ESL students in a team teaching context, underpinned by current research in ESL pedagogy. This method of collaboratively teaching will now be utilised across the school in 2013.
Progress on 2012 targets

School priority 1 – Literacy & Numeracy

Outcome for 2012
Quality teaching and learning programs in literacy and numeracy resulting in increased overall achievement for every student in line with state and regional targets.

2012 Targets to achieve this outcome include:

- Increase the percentage of students in Year 3 achieving at or above the national minimum standard in NAPLAN reading from 94% in 2011 to 96% by 2012
- Increase the percentage of students in Year 5 achieving at or above the national minimum standard in NAPLAN reading from 85% in 2011 to 88% by 2012
- Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 50% in 2011 to 52% by 2012
- To increase the proportion of Year 3 students achieving in the top two bands in NAPLAN Numeracy from 34.4% in 2011 to 37% (2012).
- To increase the proportion of Year 5 students achieving in the top two bands in NAPLAN Numeracy from 23.8% in 2011 to 26% (2012).
- Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN numeracy from 51.9% in 2011 to 60% by 2012

Our achievements include:

- A community of schools style project targeting the development and usage of the Reciprocal Numeracy framework. This project has been undertaken with the staff of Mortdale Public School and Ramsgate Public School. It targets the explicit language use within the Working Mathematically strand and within the area of open ended style problem solving. This project involved professional learning for staff provided by the Sydney Region Numeracy consultancy team and a lesson study style team teaching project delivered at each school.
- Four staff members have been undertaking the Taking off with Numeracy Professional Learning Program. This program developed the explicit scaffolding of Numeracy teaching within the school setting. The four staff members undertaking this course will support the Numeracy Team leader in the delivery of Numeracy professional learning for all staff over the next three years.
- Twenty Seven percent of Year 5 students achieved the top two bands in NAPLAN Numeracy which exceeds the school target of 26% for 2012.
- Forty point nine percent of Year 3 students achieved the top two bands in NAPLAN Numeracy which exceeded the school target of 37% in 2012.
- Forty nine point one percent of Year 5 students achieved expected growth in Numeracy for 2012. This is well short of the school target of 60% in 2012.
- A revision of the structure of the teaching of Literacy across the school has taken place. The revised school model places the ESL and LAST teachers in different classrooms team teaching literacy sessions with class teachers each day for a minimum forty minute period. Each class has a minimum of four specifically planned literacy sessions with two teachers every week.
- To streamline the access to quality resourcing for literacy, a literacy resource room has been created and provides all staff members to equitable access to the literacy resources available within the school.
- Further resourcing has been ordered in Literacy to cater for the areas of the school identified as needing strengthened quality resourcing.
A number of staff members have undertaken the Leading through Literacy Professional Learning program to build the capacity of our Literacy Team Leaders within the school.

Fifty Two point seven percent of Year 5 students achieved the expected minimum level of growth in the 2012 NAPLAN reading results. This is right on the school target of 52% of Year 5 students achieving this result in reading growth for 2012.

Ninety Four percent of students in Year 3 achieving at or above the national minimum standard in NAPLAN reading which is below the school target of 96% in 2012.

Eighty Five percent of students in Year 5 achieved at or above the national minimum standard in NAPLAN reading. This is below the school target of 88% of Year 5 students in 2012.

Implementing the use of the Literacy K – 6 continuum for the effective tracking and planning of literacy experiences for students. During 2012, staff members at Rockdale Public School began exploring the Reading Texts and Comprehension strands of the Literacy K – 6 continuum.

Consistent implementation of the K-6 Visual Literacy scope and sequence developed in 2009 to support the development of broad based comprehension skills in students.

Teachers using Best Start, NAPLAN analysis and SMART software teaching resources in conjunction with the Literacy K – 6 continuum to inform planning of explicit literacy programs.

School priority 2 – Curriculum & Assessment

Outcome for 2012

Innovative practices for 21st century learners and learning through the integration of technology in teaching and learning practices using the Quality Teaching Framework for planning and programming.

2012 Targets to achieve this outcome include:

- Increase the proportion of teachers who are confident in implementing the Quality Teaching Framework in Information & Communication Technology (QT in ICT) in the classroom to 70% in 2012.

Strategies to achieve these targets include:

- Evaluate current professional learning needs of all teachers.
- Lead professional learning in the school in individual, stage and staff meetings.
- Make links with the community to source local knowledge and expertise.
- Establish an ICT planning team to utilise the expertise within the school to facilitate professional learning and sharing of knowledge. Targeted staff members to share their expertise by presenting workshops in QT in ICT.
- Identify staff to attend ICT professional learning programs provided by Sydney Region:
  - Computer Coordinator Network Meetings
  - Brekkie with a Techie

Our achievements include:

- A range of professional learning sessions specifically focusing on the use of interactive whiteboards to support teaching and learning of Literacy and Numeracy.
- An increased percentage of staff members confidently sharing interactive technology resourcing to support literacy and numeracy teaching at staff professional learning sessions. Throughout the year, seventy percent of the teaching staff presented an interactive resource they were currently using within their literacy or numeracy program.
- An increased number of staff members attending the computer coordinator network meetings each term to further build the capacity of staff members and support new initiatives in ICT at the school.
- Planning and development of an iPad tablet trial at the school which will be implemented as a strategy employed by the support teaching team (English as a Second Language teachers and Learning and Support teachers)
- ICT planning team members delivered a range of optional professional learning sessions on software applications – Microsoft Excel, DEC email, Blog Ed.
- The planned upgrade of the school’s wireless capacity which will include faster wireless access points and power over Ethernet switching systems to broaden the use of tablets and laptop computers at the school.
School priority 3 – Engagement & Attainment

Outcome for 2012

Increased levels of school community engagement and sustained participation from all stakeholder groups represented within the community.

2012 Targets to achieve this outcome include:

- Increase the percentage of school community member involvement in school managed initiatives, events and programs from 20% in 2011 to 27% in 2012.
- Strategically plan and coordinate a diverse range of opportunities to support and engage members of the school community throughout each school year.

Strategies to achieve these targets include:

Identify school team to collaborate with the principal to lead and plan strategic opportunities more diverse engagement of school community members in school events and initiatives. The team will:

- Establish a stronger connection with the St George Migrant Resource Centre to establish more effective ways to support families within the school community
- Plan with the St George TAFE Outreach Centre an appropriate strategy for supporting families of Rockdale PS through opportunities in English learning and technology.
- Strategically plan regular opportunities for community members to be involved in the school operations, outside of special events.
- Develop a plan for the translation of key school print material to support the needs of the diverse cultural mix within the school community.
- Establish strong connections with the local area preschools and organise information sessions on school readiness, the NSW education system and visits to the school for community members.

Our achievements include:

- Establishment of a community partnership playgroup with the local community support group, Integricare. The Parents Connect playgroup brings local families together and offers opportunities to share and access a variety of education opportunities.
- Successful adult education initiatives completed in English language learning and basic computer education during 2012. The adult English course catered for 32 participants in Term 2 and 15 participants in Term 3. The Introduction to computing course catered for 14 participants during Term 3. Three participants from these courses have gone on to engage in further education at St George TAFE.
- Site visits to local preschool and child care providers completed in 2012 as a component of the school readiness program. Children starting at the school in 2013 were observed within the early childhood setting to support smooth transition to school.
- A range of community events organised to provide opportunities for school community members to access the school site and take an active role within the school community. During 2012, a number of performing arts experiences were used as the vehicle to invite members of the school community to the school.
- A focus on expanding the level of participation at Parents and Citizens meetings and School Council meetings and actively ensuring all vacant positions are filled.
- A range of short notes and information sheets were translated into the four main home languages within the school community based on the LBOTE school data. This translation process proved to be quite successful and will be expanded during 2013 – 2014 to include a number of school information documents and key policies.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of learning and Numeracy.

Educational and management practice

Learning

Background

Currently the school leadership team is exploring the different facets of the teaching and learning that take place at Rockdale Public School, specifically in the areas of Literacy and Numeracy learning. This review of learning has been undertaken to establish the effectiveness of the current organisational structures, timetabling and resourcing that supports student learning within the school. Staff members completed an online survey while responses were also received from 35 families of the school.

Findings and conclusions

88% of parents believe that students at Rockdale Public School are exposed to a wide range of learning opportunities during their schooling. A further 86% of parents also believe that the school is continually exploring different ways to enhance the learning of the students.

While a large percentage of parents and members of staff believe that students are exposed to a wide range of learning experiences, only 65% of parents believed that information on student progress is regularly communicated to families. Even though this figure is still relatively high, in proportion to other responses, it is certainly a figure worth noting.

In line with this statistic, only 70% of parents believed that information regarding their child’s progress in different areas of learning is easy to obtain.

One of the most important responses concerned the structure of cross stage groupings used to support the teaching of literacy and numeracy. 68% of parents believed that cross stage groupings in literacy and numeracy best meet the learning needs of students at Rockdale Public School. Again, while this figure stills seems reasonably high, quite a proportion of the open ended feedback identified frustrations of trying to obtain information on student progress from teachers taking students for particular groups as opposed to class teachers.

A significant percentage of staff members and parents agreed that the school incorporates the use of technology into all areas of student learning.

Future directions

The school will continue to explore the structures within the school that specifically support greater opportunities for learning. During 2013, a revised school wide structure for the teaching of literacy will be implemented and refined throughout the year to try and target student achievement in literacy, particularly in the area of reading. As a secondary platform to this ongoing refinement of structure, a significant percentage of the school budget will be allocated to support the purchase of further resourcing to enhance learning in this school priority area.

Curriculum

Numeracy

Background

The acquisition of numeracy skills is a vital component of any student’s education and applies to a wide range of areas within their everyday life. Particularly within the school cohort, there is evidence that the language underpinning numeracy skills development is an area of need that requires further support and a specific strategy to ensure the optimal rate of improvement. The components within this focus area most in need of further development include working mathematically, the language specific to problem solving and interpreting open ended word problems. An important part of this strategy is to gather information from the school community regarding the teaching of numeracy at the school.

Findings and conclusions

Eighty percent of parents who responded to the survey on numeracy believe that the numeracy program provided for their child adequately meets their learning needs. In addition to this statistic, Seventy seven percent of parents had seen evidence of an improvement in the
development of their child’s numeracy skills during the year.

On the subject of numeracy homework, 43% of parents believed that their child undertook homework in numeracy 1-2 times per week on average. Sixty three percent of parents indicated that their child uses the online Mathematics learning site, Mathletics, between 1 and 4 times per week at home. Finally, 76% of parents believed that their child demonstrated a clear understanding of the numeracy tasks they brought home as part of homework.

On the subject of reporting to parents in terms of student achievement in numeracy, 84% of parents were of the opinion that their child’s teacher had provided them with clear assessment information and feedback about their child’s progress in the different strands of numeracy. While these results indicate that the majority of respondents believed that they had seen evidence of progress in numeracy by their children, a variety of the open ended feedback indicated that parents would like further information regarding the current teaching of numeracy, particularly the strategies used in classes. Also, a number of comments indicated that further consistency across the classes in terms of the numeracy homework being sent home would be appreciated.

**Future directions**

In response to student, parent and teacher feedback a number of strategies have been identified and established in response to this information. The planning of a number of information sessions for parents to be held at the school during the 2013 school year on the teaching and supporting of numeracy skills. Also, all grades are reviewing the numeracy experiences to be included as part of the weekly homework sent out to students.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- All staff, 93% of students and 99% percent of parents felt that Rockdale is a friendly school that is tolerant and accepting of all students.
- Ninety six percent of parents believed that the term invoicing and money collection system introduced in 2012 had effectively streamlined making payments to the school.
- Eighty-six percent of staff and 90% percent of parents stated that fair discipline exists within the school. Although, only 84% percent of students agreed that the discipline at the school is fair for all students.
- Ninety-five percent of parents believe that the school has supportive student welfare programs.
- Overall, 96% of parents agreed that the electronic newsletter and notification system (School eNews) is an effective way to receive school information.
- One hundred percent of parent respondents agreed or strongly agreed that teachers at Rockdale PS set high standards of achievement.
- Ninety-seven percent of staff, 94% of students and 82% of parents agreed that a wide range of extra-curricular programs are offered by the school.
- One hundred percent of parents either agreed or strongly agreed that the school office responds to enquiries and requests in a friendly and prompt manner.

**Professional learning**

In 2012 the teaching and support staff have undertaken a great variety of professional development both at school and outside school. Once again Technology has been a focus with workshops held on Interactive Whiteboards, Connected Classroom and the sharing of appropriate resources and Notebooks.

In 2012 Professional Development was also focused on Student Welfare, with workshops provided on Workplace Health and Safety, Child Protection and both student and staff wellbeing. A number of staff have also attended courses on differentiating the curriculum for learners, with a focus on Literacy and Numeracy. The school’s
School Learning Support Officers were trained in the use of the Multilit program during 2012.

All staff participated in professional learning throughout the year, including five staff development days, fortnightly training and development sessions and weekly administrative meetings. Staff also attended a large number of DET in service activities.

A very successful combined staff development day was held in Term 3 at Rockdale P.S. Over 130 staff from the 3 schools in the St George Area (Ramsgate, Mortdale and Rockdale Public Schools) attended with the focus on the Reciprocal Numeracy Framework.

All staff completed their yearly Emergency care and Resuscitation update, Asthma Management and mandatory Anaphylactic guideline training at the end of 2012.

Teacher Professional Learning remains a high priority at our school as teachers continue to be lifelong learners. The school is provided with global funding to provide professional learning opportunities for staff. In addition, funds are allocated within the school budget for further in service and training programs.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 – Literacy & Numeracy**

**Outcome for 2012–2014**

Quality teaching and learning programs in literacy and numeracy resulting in increased overall achievement for every student in line with state and regional targets.

**2013 Targets to achieve this outcome include:**

- Increase the percentage of students in Year 3 achieving at or above the national minimum standard in NAPLAN reading from 94% in 2011 to 97% by 2013
- Increase the percentage of students in Year 5 achieving at or above the national minimum standard in NAPLAN reading from 85% in 2012 to 89% by 2013
- Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 52.7% in 2012 to 55% by 2013
- To increase the proportion of Year 3 students achieving in the top two bands in NAPLAN Numeracy from 40.9% in 2012 to 42% (2013).
- To increase the proportion of Year 5 students achieving in the top two bands in NAPLAN Numeracy from 27% in 2012 to 29% (2013).
- Increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN numeracy from 49.1% in 2012 to 55% by 2013

**Strategies to achieve these targets include:**

- The literacy team to continue the implementation and refinement of the school wide structural change to the teaching of literacy across the school.
- The literacy team to deliver further professional learning for all teachers to in the use of data (including Best Start & SMART) to study trend data and inform planning for teaching and learning of Literacy.
- All Year K-6 teachers, the LAST and ESL teachers to participate in cooperative planning sessions at the beginning and end of each school term to ensure the ongoing success of the school wide literacy teaching structure.
- Provide additional release time for planning to allow teachers to integrate their new learning into their classroom practice.
- Stage teams to show evidence of literacy structure within classroom planning and programming.
• Expansion of school literacy resource room to further support equitable access of literacy resourcing for all staff members.

All K-6 teachers, the LAST and ESL teachers participate in professional learning sessions from the Reciprocal Numeracy project. This project involves:

- Lesson study style team teaching opportunities designed around the explicit teaching supporting the Reciprocal Numeracy framework.
- Professionally develop teachers K-6 in the use of Count me in Too and Taking off with Numeracy teaching and problem solving strategies. A number of professional learning sessions will be delivered by staff members who have undertaken the training in the Taking off with Numeracy modules.

School priority 2

Outcome for 2012–2014

School priority 2 – Curriculum & Assessment

Outcome for 2012–2014

Innovative practices for 21st century learners and learning through the integration of technology in teaching and learning practices using the Quality Teaching Framework for planning and programming.

2013 Targets to achieve this outcome include:

• Increase the proportion of teachers who are confident in implementing the Quality Teaching Framework in Information & Communication Technology (QT in ICT) in the classroom to 80% in 2013.

Strategies to achieve these targets include:

• ICT planning team to utilise the expertise within the school to facilitate professional learning and sharing of knowledge. Targeted staff members to share their expertise by presenting workshops in QT in ICT.

• Members of the ICT team to lead professional learning in the use of tablets and apps to support learning in literacy and numeracy. LAST and ESL teachers to work with ICT team members in the development of these sessions.

• Design of explicit lesson structure in literacy that incorporates the use of interactive technology and tablet usage.

• Tablets used as a vehicle for students to record and review their own learning presentations, particularly involving public speaking and presentation skill development.

• Evaluate current professional learning needs of all teachers.

• Lead professional learning in the school in individual, stage and staff meetings.

• Make links with the community to source local knowledge and expertise.

• Identify staff members to attend Sydney Region Computer Coordinator Network Meetings and introduce new initiatives discussed at meeting to the school staff.

School priority 3 – Engagement & Attainment

Outcome for 2012–2014

Increased levels of school community engagement and sustained participation from all stakeholder groups represented within the community.

2013 Targets to achieve this outcome include:

• Increase the percentage of school community member involvement in school managed initiatives, events and programs from 25% in 2012 to 30% in 2013

• Strategically plan and coordinate a broad range of opportunities to support and engage members of the school community in a sustained way throughout each school year.

Strategies to achieve these targets include:

Identify school team to collaborate with the principal and our school community groups to lead and plan strategic opportunities for more diverse engagement of school community members in school events and initiatives. The team will:
Utilise the resources of the St George Migrant Resource Centre to access a greater range of local services to assist families within the school community.

Plan further adult education experiences with the St George TAFE Outreach Centre that will be held at the school during the 2013 school year.

Use the establishment of the new community language program in Nepali to engage a broader range of families from the school community with the school through shared learning experiences associated with the program.

Strategically plan regular opportunities for community members to be involved in the school operations, outside of special events.

Develop a plan for the translation of key school print material to support the needs of the diverse cultural mix within the school community. In 2013, this will include the school information book and student welfare policy.

Establish stronger connections with the local area preschools and child care providers, organise information sessions on school readiness and the NSW education system. Organise visits to the school site for the different early childhood providers.

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