



Rose Park Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Rose Park Primary School Number: 169

Partnership: Central East

Name of School Principal:

Brett Darcey/Rebecca Weber (2016)Dianne Burrell (2017)

Name of Governing Council Chair:

David O'Loughlin

Date of Endorsement:

20 March 2017

School Context and Highlights

As an IB PYP school, we have a clear vision for what we believe international education should be. We aim to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through open-mindedness and respect. We encourage our students to become active, compassionate, lifelong learners who understand that people, with their differences, can also be right.

At RPPS children are at centre of everything we do. We employ a responsive and differentiated curriculum that considers the individual needs and abilities of each of our students. Regardless of where children begin in their educational journey, our goal is to nurture progress both academically and socially.

RPPS is a category 7 school, located in the eastern suburbs of Adelaide, characterised by high numbers of students living in professional families who place great value in their children's education and quality of life. The percentage of families qualifying for school card is 5.4%. RPPS has a diverse student population with 39 ethnicities represented. Our English as an Additional Language/Dialect enrolments remain strong. The school has a dedicated EAL/D program to meet this increasing demand.

RPPS offers specialist programmes including Music (including instrumental), LOTE (Japanese), Physical Education (PE), Science & iCentre (Library/Inquiry).

Music is highly valued and embedded in the culture of RPPS culminating in annual performance events such as the Winter Concert and Year 4/5 Musical. Students from Foundation to Year 7 engage in a rigorous classroom programme, with 4 Year 7 students accepted into the specialist music programme at Marryatville High School.

54 Year 7 students travelled to Canberra and 25 Year 6/7 students visited our sister school, Joysei Elementary School in Hikone Japan through our reciprocal exchange programme.

As a site, we emphasise the importance of balance through PE. Regular exercise and play is an integral part of our regular routine and the school has a number of students playing sport at district and state level.

Our Programme of Inquiry culminates in an annual Year 5 PYP Exhibition which showcases learning through authentic inquiry.

The Governing Council and staff work collaboratively to ensure that our school remains committed to its values of 'Caring, Honesty, Respect and Courage' and our vision of 'a learning community encouraging achievement and embracing diversity.'

Governing Council Report

The Governing Council had a successful and productive year in 2016. Brett Darcy retired mid year after 8 years as Principal at the school. The Principal position was advertised in Term 2 however no appointment was made. The position was re-advertised in Term 3 with an 7 Year tenured appointment offered during Term 4. Dianne Burrell was the successful applicant and commenced her tenure at the beginning of 2017. The Governing Council would like to acknowledge the tremendous work and effort of Deputy Principal Rebecca Weber who undertook the Acting Principal position for Terms 3 & 4.

The Honourable Susan Close, Minister for Education signed off on a capacity management plan for the school thus ensuring we can strategically manage student numbers and ensure our students can learn in an environment that best delivers educational outcomes.

The Governing Council, working in collaboration with DECD since 2015, were successful in their proposal for exclusive use of Gurney Reserve during the hours of 8:00am - 4:00pm during school days, being approved by Burnside Council. This ensures the safety of our students thus minimising potential identified risks. This process although lengthy and time consuming, bought the community together in support of this important change initiative.

As always and on behalf of the Governing Council, I would like to thank the teaching staff and school leadership for their commitment, dedication and skill in making Rose Park Primary School the best school it can be.

We look forward to an exciting future with our dynamic new leadership team working in collaboration with Governing Council.

David O'Loughlin
Chairperson
Governing Council
Rose Park Primary School

Improvement Planning and Outcomes

In 2016, the site continued work focussed on a 10 year Strategic Plan (2015 - 2024) which outlines specific targets through a plan for sustainable growth.

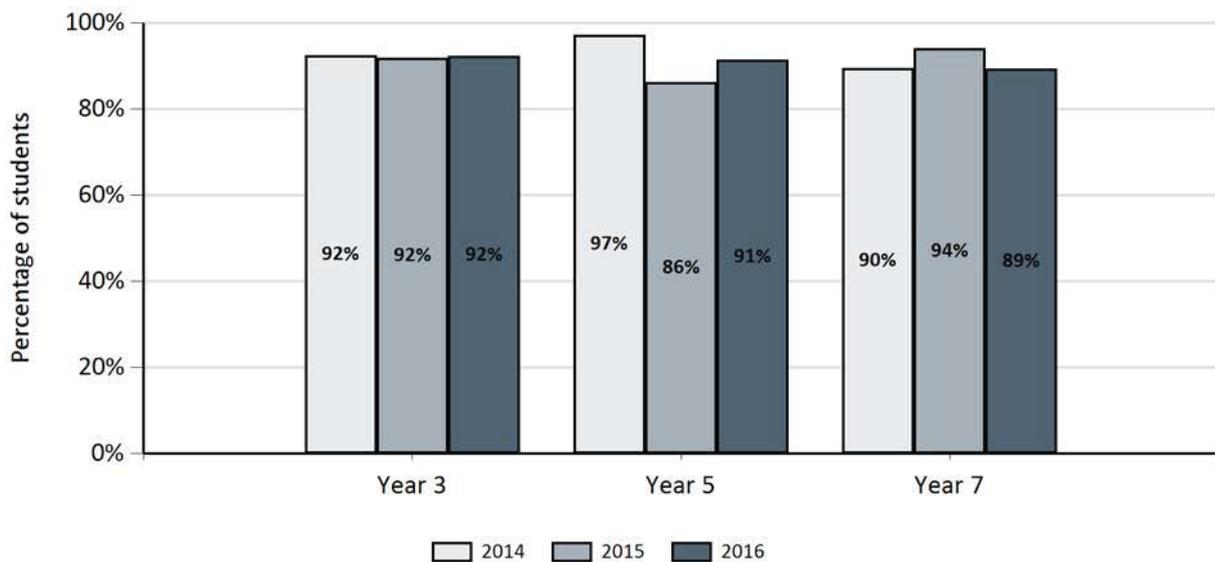
1. Authentic inquiry democratises learning in our classrooms
2. Rose Park is a high performing school; and continues to be a high performing school. Annual data collection continues to provide evidence of the school outperforming like schools in the state.
3. Our facilities and resources provide our community with opportunities to enhance learning and we continue to look at opportunities to further develop.
4. Rose Park students are lifelong learners with the skills and attitudes required for a changing world.
5. Our connected community sustains a continuous improvement agenda for the ongoing strength and direction for the school.
6. The school underwent significant change throughout 2016. In the absence of a Principal appointment being made once the incumbent had retired mid-year, the school made a strategic decision to maintain the status quo until a formal Principal appointment was made for 2017. This decision was taken in consideration of the new leadership team being able to shape the vision and strategic plan for the future.

Performance Summary

NAPLAN Proficiency

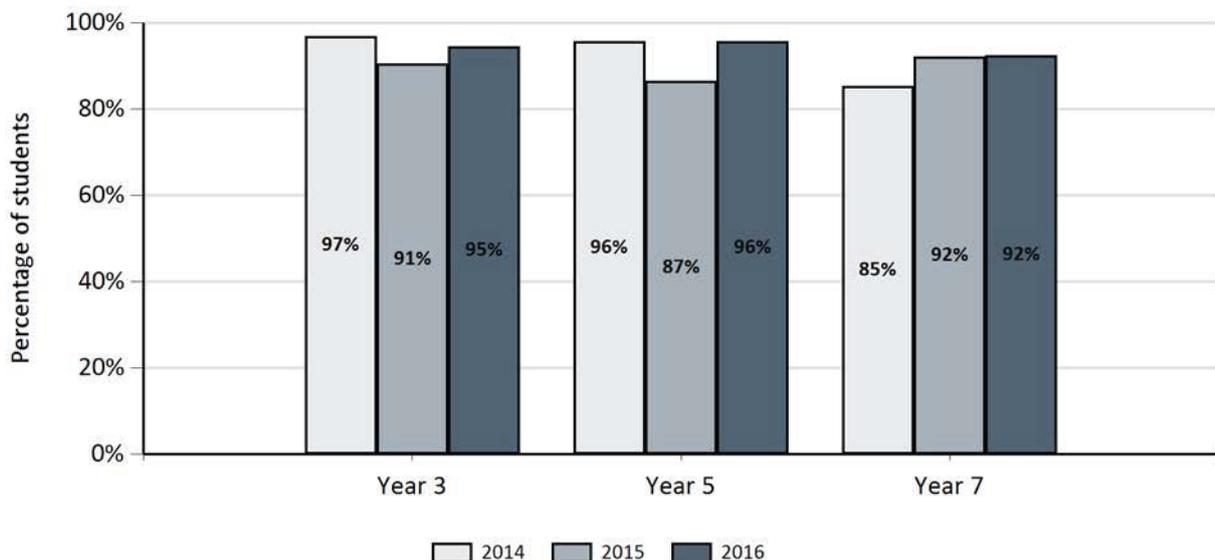
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	19%	18%	25%
Middle progress group	50%	51%	50%
Upper progress group	31%	31%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	12%	13%	25%
Middle progress group	45%	43%	50%
Upper progress group	43%	43%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	91	91	67	54	74%	59%
Year 3 2014-16 Average	77.0	77.0	54.3	46.7	71%	61%
Year 5 2016	70	70	37	36	53%	51%
Year 5 2014-16 Average	64.0	64.3	40.3	29.3	63%	46%
Year 7 2016	66	66	36	38	55%	58%
Year 7 2014-16 Average	55.0	55.0	27.0	29.0	49%	53%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Rose Park Primary School continues to be a high performing school. The annual data collected showed growth across the board. Year 5 students showed significant growth in both Literacy and Numeracy. Students across the school demonstrated well above the expected achievement under the DECD Standard of Educational Achievement (SEA) building on the strength of our previous results which consistently show evidence of the school outperforming like schools in the state. What is also evident is the achievement of students with English as a Second Language or Dialect (EAL/D). A large number of our students participate in International Competitions. This includes the International Competitions and Assessments for Schools (ICAS) tests which are independent skills based assessments with a competition element covering a range of subjects including English, Mathematics and Science.

Each test is sat at school and administered by teachers under normal examination conditions. Over 1 million student entries are accepted from over 6,300 schools annually. In addition to students from Australia and New Zealand, students from over 20 countries including Hong Kong, India, Malaysia, Singapore, South Africa and the US, participate in ICAS each year.

61 students participated in ICAS in 2016 with 2 achieving a High Distinction, 12 Distinctions and 14 Credits.

Attendance

Year level	2014	2015	2016
Reception	96.9%	94.9%	98.4%
Year 01	95.4%	93.8%	98.5%
Year 02	95.5%	95.4%	98.1%
Year 03	96.1%	95.8%	98.0%
Year 04	94.8%	96.1%	98.4%
Year 05	95.1%	94.7%	97.6%
Year 06	92.6%	93.3%	98.0%
Year 07	95.2%	94.8%	97.9%
Total	95.2%	94.9%	98.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance rates remain strong and well above state averages. Over 97% attendance rate in 2016 with an average of 98.1% and increasing from 2014 - 2015.

Attendance procedures are currently under review.

Behaviour Management Comment

There were a total of 155 recorded incidents of behaviour which resulted in time-out or suspension for 2016. The recorded incidents decreased from a total of 172 for 2015. This total consisted of 58 individual students with one student accounting for a total of 23 of the total incidents. 31 students were involved in 'once off' behaviour issues. The total comprised of 97% boys and 3% girls. The highest number per Year level in order was; 1,2,4,7,3 and R, 5 & 6 recording the lowest.

The students with the highest number of occurrences were closely monitored however in general, statistics indicate that behaviour issues remain well in hand.

Client Opinion Summary

31 persons responded to the online School Survey. The question with poorest response was that the school takes parents opinions seriously and this was closely followed by children's learning needs are being met. This is consistent with findings from the 2015 survey. The highest response was that children feel safe at this school followed by I can speak to my child's teacher about my concerns. This is a surprising finding given our strong academic record and wider community reputation. The school will continue to work closely with families to support our inclusive school environment.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	15	17.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	31	35.6%
Transfer to SA Govt School	38	43.7%
Unknown	3	3.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

The school has met all necessary requirement of the DECD Relevant History Screening policy. The school offered RAN training for parents and volunteers throughout the year.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	55
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	27.3	0.0	9.8
Persons	0	31	0	15

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	227,827.00
Fund Raising	18,334.00
Other	

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect	The school employed a full time EAL/D support worker who released students from class to receive intensive support either 1/1 or in small groups to support them with access the Australian Curriculum.	Learning to write text types and speak proficiently in English.
	Improved Outcomes for Students with Disabilities	Staff worked with DECD personnel to differentiate curriculum for Students with Disabilities by developing Negotiated Education Plans and individual goal setting.	Student engagement improved.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	The Better Schools funding was used as was in previous years to provide intensive support to students who did not meet the DECD disability support benchmarks but who were not achieving at the standard required.	Reduction in the number of students below DECD SEA.
	Specialist School Reporting (as required)		
Other Discretionary Funding	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The School Counsellor role was part of the Deputy Principal position for 2016. In 2017, an Assistant Principal will be hired to undertake this role.	A reduction in behaviour incidents at the school.