Rosebank Public School
Annual School Report

ROSEBANK PUBLIC SCHOOL ~ 2011

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Our school at a glance
Rosebank Public School is situated on the Far North Coast in a picturesque rural setting. It provides a stimulating, happy and caring learning environment where pupils thrive and fulfill their potential. We operate an ‘open door’ policy and actively encourage and support parental involvement in all aspects of their child’s learning. Students’ academic achievement remains a school strength, with students achieving above state average results in all aspects of the national assessment tests for all ages.

Messages
Principal’s message
Established in 1881, Rosebank Public School is steeped in history. The school has successfully served the Rosebank community throughout the years, ensuring students strive to achieve academic excellence. As the school’s Principal, it is my aim to build on the school’s previous successes, fusing past traditions and values with new technologies and innovative teaching practices to ensure that all of our students reach their full potential.

It is therefore with pride that I can confirm that Rosebank’s exceptionally high standards have been maintained throughout 2011. The school’s academic success has been confirmed once again through our excellent results in National Assessment Program Literacy and Numeracy (NAPLAN) tests. The installation of a suite of computers in the school library has assisted teachers in developing learning programs that better reflect the needs of 21st learners, providing children with regular opportunities to develop their ICT skills using interactive facilities.

Our school has focused on establishing and developing strong community links throughout 2011, and this includes strengthening our connections with Rosebank Preschool and fostering strong links with Rosebank Reserve Community. We have also developed a number of programs to extend students learning opportunities within our Community of Schools, including establishing a First North Group Gifted & Talented Writers Program and a Gifted & Talented Mathematics Program.

I would like to thank Rosebank’s dedicated staff, our wonderful students and their committed and supportive parents for all of their hard work throughout the year. Your efforts have ensured that Rosebank Public School remains a caring, child-centred school that provides a quality learning experience for all of our students.

Mark Scotton

P & C message
This year saw a raft of activities for students, staff and parents. The P&C’s main focus has been on supporting the school in making these activities accessible for all students, principally through raising additional funds. We have been successful again this year in significantly contributing to the financial wellbeing of the school.

Thank you to the parents, carers, students and staff who chipped in to help with the fundraising events, including the Bric-a-Brac / coffee and cake election stalls, hosting of the First North Group cross country event, the Bunning’s sausage sizzle and the best-costumed catering on the night of the fantastic production of Mamma Mia.

I would also like to thank the parents, staff and P&C office bearers who co-ordinated and ran the canteen and uniform service, and helped with the secretarial and book-keeping tasks of the P&C and school office.

The sporting events (small schools soccer, cricket, Channon teams day, swimming and athletics carnivals), academic (author visits, NAPLAN, UNSW science and maths tests, First North Group Maths days, weather projects) cultural (Harmony day, arts day, Lantern Parade) and community projects (Rosebank Reserve work, Technopush challenge) in addition to excursions (Dorroughby,Currumbin, Lake Ainsworth) have been a smorgasbord of opportunities for the students that they have eagerly taken up.

I welcome the new parents to the school, including those who attended orientation at the end of Term 4 - we have been growing steadily over the last few years and it is good to see these new faces. We are looking forward to 2012.

Yours sincerely,
Peter Rankin
Term 1 was the start of a very exciting year for Rosebank’s students. The year got off a great start with the Election of School Captain (Isabella) and Peer Support (Bronwyn). Another exciting event was the District Swimming Carnival and swim lessons at the aquatic centre. The students were sorted into groups depending on their ability to swim. While the students weren’t swimming were either zooming down the slide or having free time in the pool. We also had a Bike Safety Day led by PC Presgrave. He taught us how to check that our bikes were road worthy and then taught us some important road safety rules. The students had a great time.

At the start of Term 2 we held the Community of Schools Cross Country Carnival. The P&C ran the canteen with a BBQ and lots of cake. The children had a great day running those long kilometres. In preparation for the Lismore lantern parade, we were lucky enough to get experts to come and help us make lanterns. The Senior Class made watermelons lanterns which looked great at night and the Junior Class made triangular lanterns. We ended the term with a fantastic whole school musical production “Mamma Mia”.

Term 3 was absolutely full of exciting excursions like the Byron Bay Writers Festival, Dorrroughby Environmental Centre and the Lismore Show (where we performed a medley of Abba songs). We also held our Athletics Carnivals in Term 3, and many Rosebank students went on to represent the school at Zone and regional levels.

And we were also lucky to get Mr Jessop to come into school to help us make a movie. Our school movie was called ‘Rosebank Vet’ it was a great movie that included the whole Senior Class.

In Term 4 four students were selected for animation workshops. Others attended a Gifted & Talented Maths Day and the whole of the Senior Class went on a 5 day excursion to Lake Ainsworth. We had great fun doing exciting activities like canoeing, rock climbing and sailing. We rounded off the year with a Christmas performance where our students played and sang a selection of contemporary and traditional songs.

School context

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>30</td>
<td>29</td>
<td>20</td>
<td>22</td>
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<tr>
<td>Female</td>
<td>33</td>
<td>27</td>
<td>32</td>
<td>23</td>
<td>17</td>
</tr>
</tbody>
</table>

There has been a downward trend in enrolments in recent years due to extremely large cohorts of Year 6 students leaving the school to attend high school. This downward trend is now reversing as smaller Year 6 cohorts begin to leave the school, and larger cohorts enter the school in Kindergarten. Throughout 2011, the school benefitted from a number of mid-year enrolments which helped increase student numbers from 39 at the start of the year to 44 students by the end of the year. The projections for 2012 show that there will be 49 students enrolled at the start of the year.
Overall student attendance is good when compared to Regional and State data. School average attendance rate for 2012 is 95.8% compared to 93.0% (Region) and 94.3% (State).

Management of non-attendance

The school continues to be pro-active in approaching parents regarding non-attendance. This has had a positive impact on student attendance.

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>
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<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>4</td>
<td>23</td>
</tr>
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</table>

Staff establishment

To the best of our knowledge, there are no Indigenous staff members presently appointed at the school.

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>Income</th>
<th>$</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>48650.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>18019.70</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17272.60</td>
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<tr>
<td>Interest</td>
<td>1264.62</td>
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<tr>
<td>Trust receipts</td>
<td>1801.65</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>103234.24</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>9663.70</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>11433.66</td>
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<tr>
<td>Extracurricular dissections</td>
<td>7495.91</td>
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<tr>
<td>Library</td>
<td>1725.05</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>648.44</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>7019.35</td>
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<tr>
<td>Maintenance</td>
<td>7563.97</td>
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<tr>
<td>Trust accounts</td>
<td>2043.65</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>83596.93</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>19637.31</td>
</tr>
</tbody>
</table>

Staff information

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>33%</td>
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</tbody>
</table>
A copy of the school's 2011 financial statement is tabled at the P&C Annual General Meetings. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Sport

In athletics the school PP5 relay team successfully qualified for the Regional finals after two successful races in the District and Zone Carnivals. Two students set new 100m girls records in the District Carnival: Jamilla at Junior level and Isabella at senior level. Jamilla went on to receive the coveted District Junior Champion award. Jamilla and Isabella also went to achieve first place in the Zone Carnival. Taidgh secured first place in the 100m Junior boys race at the District and Zone Carnivals and Leo achieved first place in the District High Jump for Junior boys. In Cross Country, Jamilla secured first place in the Junior girls race.

Creative and Performing Arts

In 2001, creative and performing Arts was again big on the agenda, and this promises to be maintained throughout 2012. Many students attended Art Smart workshops during the year, producing some outstanding pieces. Visiting artists helped the children create lanterns for the Lismore Lantern Parade (which the school took part in). The Senior Class produced a movie (which they wrote, acted, filmed and edited) entitled ‘Rosebank Vet’ for which they received a Lucinda Award. And a whole school musical dramatisation ‘Mamma Mia’ played to a full house and received rave reviews. Highlights from the performance were showcased at the Starcourt Theatre and Lismore Show.

Academic

Every year, all students in Years 3 and 5 are assessed using the ‘National Assessment Program – Literacy and Numeracy’ (NAPLAN) in Reading, Writing, Language Conventions and Numeracy. Results are published annually on the ‘myschool’ website.

Results across Years 3 and 5 are reported on a scale. 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 achievement scale represents increasing levels of skill and understanding demonstrated in the assessments.

Where fewer than 10 students sit the NAPLAN, school data is not represented on the graphs.
Students’ achievements in Writing in Year 3 significantly exceeded state and similar schools averages.

Students’ achievements in Reading in Year 3 significantly exceeded state and similar schools averages.

Students’ achievements in Spelling in Year 3 exceeded state and similar schools averages.

Students’ achievements in Grammar & Punctuation in Year 3 significantly exceeded state and similar schools averages.
Students’ achievements in Numeracy in Year 3 significantly exceeded state and similar schools averages.

Students’ achievements and growth in Reading in Year 5 significantly exceeded state and similar schools averages.

Students’ achievements in Writing in Year 5 significantly exceeded state and similar schools averages.

Students’ achievements in Spelling in Year 5 exceeded state and similar schools averages.
Students’ achievements and growth in Grammar & Punctuation in Year 5 significantly exceeded state and similar schools averages.

**Numeracy – NAPLAN Year 5**

Students’ achievements and growth Numeracy in Year 5 significantly exceeded state and similar schools averages.

**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.

**100% of students in Years 3 and 5 achieved or exceeded the minimum standards in all areas tested in national assessment tests (NAPLAN).**

**Significant programs and initiatives**

**Aboriginal education**

Our school continues to program for learning about Aboriginal history and culture as well as contemporary Aboriginal Australia.

- We continue to acknowledge the traditional owners, the Bundjulung people, at all formal occasions.
- We fly the Aboriginal and Australian flag on all operational school days.
- We include Aboriginal perspectives in all KLAs.
- We celebrate all significant ATSI occasions, including Sorry Day and NAIDOC week.
- The school Principal is an active member of the Aboriginal Education Consultative Group (AECG).
- Aboriginal Elders are consulted regarding curriculum planning and assist in the
delivery of Aboriginal education programs.

- All Aboriginal students have Personalised Learning Plans.
- The school recognises the abilities of all students and is committed to narrowing the gap between the achievement of Aboriginal and non-Aboriginal students.

**Multicultural education**

The school maintains its emphasis on multicultural education through providing programs which engender in them the knowledge, skills and attitudes that promote and celebrate cultural diversity in our society. This year this has included developing international links with a UK based school, and in conjunction with Southern Cross University, participating in a hosting/mentoring program with students from Asia.

**Gifted & Talented**

There has been a significant emphasis on supporting Gifted & Talented students this year. This has included writing Personal Learning Plans for more able students, and developing workshops across the First North Group Community of Schools (CoS) to support mathematics programs and students’ writing. In mathematics, Rosebank Public School hosted a Maths Challenge Day for more able students which was led by the Region’s Mathematics Consultant. In Writing, the Rosebank School coordinated an international writing project where students from across the CoS wrote stories supported by a UK author. The success of both programs means that they will continue in 2012.

**Community**

The school has worked this year to develop and strengthen relationships within the local community. Initiatives have included: engaging in more high quality First North Group Community of Schools programs and projects (such as the Gifted and Talented programs, Arts workshops, interrelate programs etc.); establishing strong links with the local Preschool (including planned activity days, developing an extended orientation program and regular communication and sharing of knowledge between the two school leaders); and developing our relationship with the Rosebank Reserve Committee, who have worked alongside the school in identifying Big Scrub plants growing in the Reserve and in planting new trees and plants as part of the Big Scrub regeneration program.

**Respect and responsibility**

At Rosebank we pride ourselves on our students’ wonderful behaviour and the caring ethos that radiates between all associated with the school. The school continues to explicitly model respect and responsibility and actively promotes a strong sense of citizenship both within the classroom and within the broader community.

- Students are able to access scripture via Baha’i or Catholic classes.
- Consistent implementation of the student Welfare Policy and adherence to core school rules and values are central to all that we do.
- Participation in community and international fundraising events ensures continued awareness of social and humanitarian issues are our role in bringing about change.

**Progress on 2011 targets**

**Target 1**

*For 100% of students achieving at or above state average growth in writing in year 5 NAPLAN results*

Strategies to achieve this target include:

- Involvement of literacy consultants in programming and staff development
- Staff development focussed on literacy and QT framework
Participation in rich writing tasks with partner schools in the learning community
Introduction of literature circles to augment writing processes
Integrate the electronic whiteboard into more literacy-based sessions

Our success will be measured by:

- Improved results as indicated by in-school testing (focused writing assessments)
- Higher growth in NAPLAN results for year 5
- Students reporting higher levels of enjoyment in writing
- Higher volume of work published by students
- Increased number of Credits, Distinctions and High Distinctions in University tests

Outcomes:
The school has successfully achieved all of the aims in Target 1. School based data and external assessment test results show an improvement in writing across the school. This year, the writing focus for NAPLAN testing was changed and therefore no direct comparisons can be drawn in terms of growth in Year 5. However, school based testing clearly indicates good progress in this area.

Target 2
To maintain the school’s high mathematical performance with 95% of students achieving Numeracy outcomes.

Strategies to achieve this target include:

- Write and implement effective numeracy programs
- Staff development in numeracy teaching strategies

Our success will be measured by:

- In school testing to show attainment of numeracy outcomes
- NAPLAN results to show increase or retention of past scores

Outcomes:
Both in-school testing and NAPLAN tests results confirm that the school is achieving this target (with 100% of students in Years 3 and 5 achieving or exceeding the expected numeracy outcomes in NAPLAN tests). Student growth between Years 3 and 5 significantly exceeds State average.

Target 3
Develop staff confidence and expertise in using interactive teaching techniques.

Strategies to achieve this target include:

- Facilitate staff training through SDD
- Allocate explicit Staff Meeting time for the development of interactive teaching techniques
- Develop a ‘Paired Teacher’ program to provide opportunities for teachers to share good practice
- Repeat ‘Paired Teacher’ program bi-terminally
- Teachers use IWB daily as part of their regular delivery of the teaching and learning program

Our success will be measured by:

- Staff more frequently using whiteboards during educational activities (especially relating to literacy)
- Teachers’ programs include examples of explicitly using interactive teaching techniques

Outcomes:
Staff have undergone extensive, focused training on the use of interactive whiteboards. School Development Days and Staff Meetings have been used effectively to identify specific interactive resources to support teaching and learning programs and these are being implemented daily by staff. Peer teaching days have provided staff with opportunities to share good practice and model effective interactive programs. As a result, staff confidence, competence and engagement with interactive facilities have all increased.

Target 4
Develop staff knowledge and understanding of the NSW Aboriginal Education Policy and NSW Partnership Agreement; Plan and deliver units of work which meet the aims and aspirations of the NSW Aboriginal Education Policy and NSW Partnership Agreement
Strategies to achieve this target include:

- Provide explicit Staff Meeting time to discuss the aims and aspirations of the Aboriginal Education Policy, and to complete the Aboriginal Education Policy survey
- Identify next steps in terms of developing the school’s delivery of the Aboriginal Education Policy
- Plan for SDD with Department’s Aboriginal Education Consultant to gain deeper understanding of the Aboriginal Education Policy
- Further develop links with Aboriginal community to develop teaching and learning programs (incl. attending AECG meetings)

Our success will be measured by:

- Teachers’ programs reflect explicit teaching and learning in line with the Aboriginal Education Policy
- Increased evidence of students’ work to reflect the planning evidenced in teachers’ programs
- Increased engagement with Aboriginal community

There has been good progress against this ‘new’ area for school improvement (Target 4 was introduced at the start of 2011). Focused training to develop staff understanding of the requirements for meeting the outcomes of the NSW Aboriginal Policy and NSW Partnership Agreement has had a positive impact on staff confidence and knowledge base, and this is reflected in staff teaching programs. Further developments in meeting the aims of Target 4, including additional training provided by the Region’s Aboriginal Consultants are scheduled for 2012.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of the implementation of Best Start in K-2, and the delivery of PDHPE across the school.

The majority of parents who responded to the survey about Best Start said that they felt well informed about the program. Providing quality information meetings as part of the Kindergarten orientation program has helped improve parents’ understanding of the Best Start program. This will be maintained throughout forthcoming years.

Whilst the majority of parents felt that PDHPE lessons ate the school provided a good standard of training and support for their child, 38% felt that the school needed to provide more ‘expert’ tuition, particularly in regards to preparing students for inter-school carnivals. During 2012 the school will explore opportunities to improve on this aspect of teaching and learning through specialist external providers.

Professional learning

This year the Principal attended the Principals’ conference in Coffs Harbour with a focus on developing strong leadership within schools and across communities of schools. The Principal and Class Teacher attended the Quality Teaching Conference aimed at developing teaching & learning practices, and disseminated their findings through scheduled staff meetings. All staff attended Staff Development Days focused on developing interactive teaching techniques, First Aid, Literacy (Grammar & Punctuation), Numeracy and Aboriginal Education. Paired Teacher days, Professional Development
meetings and staff meetings have been used to monitor the impact of these and to enhance.

**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**

Improved writing outcomes for all students including Gifted & Talented students (GATs) in-line with *draft North Coast Region Plan 2012-14*

**Outcome for 2012–2014**

- School average growth in Year 5 NAPLAN writing assessments to be at or above state growth average (2012)
- Attainment in Year 3 NAPLAN writing assessments in the top 2 bands to be equal to or above state average (2012)
- School average growth in Year 5 NAPLAN writing assessments to be 1.0 or higher above state average growth (2013)
- Attainment in Year 3 NAPLAN writing assessments in the top 2 bands to be above state average (2013)

**Strategies to achieve these targets include:**

- Provide quality staff training via literacy consultants in relation to the teaching of persuasive writing
- All F/T teachers to attend QT conference
- Provide feedback on QT conference to casual teachers via staff meetings
- Review QT framework and *Assessment for Learning* practices via staff meetings
- GATS participation in rich writing tasks with CoS
- Students provided with more time per week to engage in longer writing tasks and the evaluation of their writing through the use of response partners
- Ensure all students are familiar with marking criteria for persuasive writing tasks
- Continue to regularly provide high quality modeling of good writing practices during literacy lessons

- Continue to provide opportunities to share good practice through the Paired Teacher Program

**School priority 2**

**Outcome for 2012–2014**

Maintain high numeracy outcomes for all students including Gifted & Talented students (GATs) in-line with *draft North Coast Region Plan 2012-14*

**2012 Targets to achieve this outcome include:**

- School average growth in Year 5 NAPLAN assessments in numeracy to be at or above state growth average (2012)
- Attainment in Year 3 NAPLAN numeracy assessments in the top 2 bands to be equal to or above state average (2012)
- School average growth in Year 5 NAPLAN assessments in numeracy to be 1.0 or higher above state average growth (2013)
- Attainment in Year 3 NAPLAN numeracy assessments in the top 2 bands to be above state average (2013)

**Strategies to achieve these targets include:**

- Provide high quality training through Regional Numeracy Consultant focused on QT framework and *Assessment for Learning* (*AfL*) practices in numeracy
- Provide opportunities for all teaching staff to observe Numeracy Consultant delivering stage appropriate demonstration lessons
- Staff implement high quality teaching and learning practices in-line with the QT framework and *AfL* practices
- All staff engage in the sharing of good and outstanding practice through participation in the Paired Teacher Program
- Teachers implement strategies and resources to explicitly target GATS.
School priority 3
Outcome for 2012–2014
Develop staff confidence and expertise in the use of DEC assessment data (SMART, Best Start)
2012 Targets to achieve this outcome include:
- Staff make effective use of DEC assessment data (SMART, Best Start) to inform their teaching programs and improve student outcomes in line with Priority Areas 1 & 2 of the School Plan
Strategies to achieve these targets include:
- Relevant staff attend regional Best Start training
- Best Start assessment practices implemented across the school for all relevant year groups in line with Best Start program guidelines
- New staff take part in school-based training on making effective use of SMART data
- All staff make effective use of SMART data to inform teaching and learning practices
- Principle continues to engage in professional dialogue with CoS around SMART data analysis

School priority 4
Outcome for 2012–2014
Improve the delivery of Aboriginal Education in line with the NSW Aboriginal Education Policy and the draft North Coast region Plan 2012-14
2012 Targets to achieve this outcome include:
- Further develop staff knowledge and understanding of the NSW Aboriginal Education Policy
- Plan and deliver units of work which meet the aims and aspirations of the NSW Aboriginal Education Policy
- Accelerate Aboriginal student literacy and numeracy outcomes
Strategies to achieve these targets include:
- Further develop staff understanding of the Aboriginal Education Policy.
- Work with Regional Aboriginal Education Consultants to explore how to put the Aboriginal Education Policy into action
- Explore opportunities for the school to take part in the Connecting to Country program
- Further develop links with Aboriginal community to develop teaching and learning programs (incl. attending AECG meetings)
- Use of DEC data (Best Start, SMART) and PLPs to identify and implement strategies to accelerate Aboriginal students’ literacy and numeracy outcomes

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted at the end of 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.

Michelle Galpen Teacher
Lyn Mitchell Teacher
Peter Rankin P&C President
Mark Scotton Principal
Kim Shailes School Administrative Manager

School contact information
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School Code: 2987

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: