Annual Report 2013

**Context**

**School Name:** Rose Park Primary  
**School Number:** 0169  
**Principal:** Brett Darcy  
**Region:** East Adelaide

Following on from high enrolments in 2012, the school peaked this year above 530 students, creating 20 classes for term 4, 2013, with a plan to commence next year also at 20 classes. Demand remains extremely strong particularly from international students. Students with English as a second language have grown to just on 20% of the school population.

### 2013 Highlights

**Term One** commenced with many activities to set the scene for another busy and successful year at Rose Park Primary School.

In February all families were welcomed to the school to formally meet their child’s teacher at acquaintance night.

Year 6/7 students were trained as Road Crossing Monitors, took part in many SAPSASA events such as aquatics, surf ed, beach volleyball, lawn bowls, cricket and beach volleyball. Preservice teachers were welcomed into most of the classes at some time during the year. We welcomed two new staff to the middle school learning team.

Year 4/5 were involved in dance with Footsteps, while the Year 1/2’s found many ways of recognising rainbows.

Year 2/3 students inquired into endangered animals using an excursion to the zoo to frontload. Reception/Year 1 students also visited the Zoo as a provocation for their inquiry on sustainability.

The term finished with parent/teacher interviews held in week 10.

Chris Narroway, Angela Klenke, Diane Winterling along with the Principal Brett Darcy travelled to Kuala Lumpur for the IB Asia Pacific annual regional conference.

**Term Two** included NAPLAN for year 3, 5 and 7 students and at the end of May 14 staff travelled to Melbourne for the Hawker Brownlow conference.

Sports included Cross Country both district and state, Athletics, Knock out Boys & Girls netball and Soccer and Knock out boy’s football.

The whole school was involved in the “Future Garden” display led by Wendy Goodson.
Sports Day was enjoyed by all at the end of week 2.

Year 6/7’s took part in a Come Out performance at the Adelaide Town Hall.
The Year 4/5 students travelled to Lading Camp Illawonga.

Some of the Year 2/3 students made marionettes and enjoyed weekly soup making. All students inquired into “money”.

In the Year 1/2 classes children visited the Central Market as they inquired into their 5 senses.

Reception/Year 1 classes took part in puppet making with Sue Harris.

Deputy Principal, Diane Winterling was selected to travel to Melbourne during the July break for IB site visitor training.

The winter concert was another big event so capably orchestrated by Chris Narroway.

All students received their written report at the end of the term.

**Term 3**

Krystal Lawrie organised many events to celebrate Bookweek. The Night time story time was a huge success for the R-4 year levels.

Year 6/7 students were invited to the Movie night.

95% of students completed the Premiers Reading Challenge.

The reception/year 1 classes had a successful excursion to the Star of the Sea as a tuning in activity for their Oceans inquiry. All the children also walked to the Odeon Theatre in Norwood for a performance “The Moon’s a Balloon.”
In Year 2/3 students benefited from the in school workshops conducted for all staff by Lisa Burman. Writer’s notebooks were introduced to students to record their thoughts and provide ideas for future writing.

All year 4/5 classes travelled to Glenelg to reflect on SA explorers and early settlement in South Australia. This led into their unit on explorers.

In Year 6/7 the focus was on the IBPYP exhibition on Ancient Civilisations. Year 6 students travelled to Belair School to view their exhibition in preparation for their own in Year 7.

Across the school Science week was celebrated with the “Science Trail” organised by Sue Vieceli and Anthea Ponte. Years R-5 took part in swimming lessons and of course the annual school closure for the Royal Adelaide Show occurred in early September.

The Principal Brett Darcy took part in a “work shadow” exchange to Edmonton, Canada.

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**Term 4**

Year 7 Mylor Camp, Footsteps, Graduation, Charities day, KidzBiz, preparation for leadership for the Year 6’s and the Allen George Francis essay for the class of 2013.

Year 4/5 Scheherazade Musical was a major event with four classes involved and performed over two nights.

Rec/ Year 1 visited the Urrbrae Agricultural School. We welcomed our 21st class in the northern end of the i-centre and there was the very successful end of year early years concert.

Year 1/2 were part of the whole school count us in and were excited about the Silkworms growing in their classes.

An inquiry into chemical changes was an exciting Science focus for the Year 2/3 students.

Sport – Beach Volleyball had 80 participants from Year 6/7 with one team awarded silver medals.
Whole school
As always throughout the year there are many school-wide events including welcoming many international visitors into the majority of classes, Sports Day, Charities Day and VIP Day.

This year there was an 80% participation rate in SAPSASA for Year 6/7 students and 85% of all students from Year 3-7 were involved in musical tuition.

Science
Under the guidance of our Science Teacher Anthea Ponte the science room is slowly developing. This provides resources and dedicated facilities to assist in the teaching of science.

The number of students participating in the Oliphant Science Awards and gaining recognition increased.

This year the Receptions and Year 1 classes achieved the Science and Technology CREST awards.

Japanese

Niki Peak returned this year and we welcomed Bridget McArthur. Both Niki and Bridget worked incredibly hard to continue to raise the profile of Japanese in the school.

Students rehearsed and performed a Taiko drumming item at the Winter Concert. The early years students took part in the Hiragana Karate Challenge in Term 3.

All students were involved in the Yakisoba lunch and in term 4 the school welcomed Ritsumeikan Visitors.

Music
Music continues to be an integral part of the RPPS curriculum. In 2013 students were involved in many events.

Term 1
Festival choir cluster rehearsal – east Adelaide Primary School, Come Out, Samuel Fernandez – Primary Schools Wind Ensemble, Alina Tran and Matilda Bonney-Seacombe – Primary Schools String Ensemble.

Term 2

Term 3
Festival of Music – Choir Band and string ensemble performances, Minkyu Cho – soloist, Jack Vogt, Sarah Thompson, Wen-Hao Chang - festival orchestra, VIP Day/Book Week, Mini concert series, Festival Choir performance – Red Cross AGM (By invitation)

Term 4
4/5 Musical, Old Scholars Day, Music Count Us in – national sing to promote music education Musica Viva in Schools incursion 3-7, ‘Rhythm Works’, Mini Concert series continues, Christmas Picnic, Early Years Concert

RPPS has consistently sustained teaching and learning programs of the highest quality as evidenced by increasing enrolments and continued enquiries from prospective families locally, nationally and internationally.
2013 was a good year for Rose Park Primary School. It was a year where the Governing Council worked together with members of the school and the school community to achieve some real outcomes. After consultation with the school community early in the year we were delighted with the smooth transition of OSCH and the uniform shop to the private sector. With these initiatives now complete, we can clearly see the service benefits to both students and caregivers. We also undertook some capital investment in the school that has had positive feedback. Perimeter fencing and artificial grassing have made a real difference to school life outside of the classroom both in terms of safety and recreation. As student safety is always absolute priority and we have limited play area at the school, both are very good outcomes.

2013 was also a year in which Brett Darcy was reappointed as School Principal. We were delighted with this outcome and formally conveyed our thanks and support for Brett at our last Governing Council meeting in December.

2014 will be a year in which we will look for positive outcomes to some unresolved issues from 2013. We are still seeking a resolution on indemnity exposure with the Education Department for OSCH. We are also looking for support from the Adelaide City Council for access to Victoria Park sporting fields for the school. Similarly, of great concern to the Governing Council is our ability to cope with a drastic increase in student numbers. Through our recent submission of our Education and Care Brief to the Education Department, we will continue to lobby for long overdue capital investment in Rose Park Primary School. As changes in local planning laws effect the residential makeup of our area, this issue has become critically important to the school. Growth in student numbers not matched by growth in school facilities will result in a fundamental inability to maintain the educational standards that the school has become proud of, and, the school's basic ability to reasonably service the needs of children in our local community.

David O'Loughlin
Chairperson
RPPS Governing Council

Site Improvement Planning

The Strategic directions of the school are in their final year of the plan constructed for the period 2011-2014, with 2014 being the re-development phase for the next cycle.

The focus over this period has been:

- Achieve high level learning outcomes for students
- Engage students and foster their well-being
- Develop and improve student pathways and transitions
- Advocate introducing a new model of effective school governance responsibility and authority

Rose Park continues to be a high performing school. Interesting features of the changes over the lifetime of our planning include the significant change in school enrolment numbers and the demographics of these enrolments. During 2010, when the plan was being constructed, school
enrolments hovered below 350 students (following the removal of the alternative education unit students from our enrolments) and students from non-English speaking backgrounds comprised <5% of the school population.

By December 2013, enrolments were over 530 students (51% increase), and non-English speaking students were above 20%.

The implications of these changes are somewhat reflected in the school achievement data. Students who start at reception and continue through all primary years at Rose Park continue to perform well in national testing, with particular emphasis on strong growth being shown between the year 3 and 7 tests.

Students new to the school, particularly students of English and other Language dialects (EALD) – formerly known as English as Second Language students – have as a general rule had lower scores in national testing, giving the school overall somewhat mixed results in the long term trending. While scores are still high, growth by year on year has not been as planned because of the impact in the increase in enrolments. Scores are in line with teachers expectations with our understandings of the capabilities of students coming new to the school.

With the school now at capacity, observation needs to occur over the next 3 years to gauge improvements in the national testing scores for the students new to the school, which in turn will see continued general rise in overall scoring.

Outside of the national testing, our other data indicates:

- 85% plus of student participating the instrumental music programme, up from under 50% in 2010
- 85% plus of students participating in school sport, up from 65% in 2010
- Early intervention screening for 5th tem students now at zero, down from an average of 4 per term in 2010
- Significant increases across the year levels in Lexile reading scores based on year on year cohorts
- A science teacher now appointed permanently 0.4, and a dedicated science room now fully functional
- Parent opinion data continue to show positive trend (albeit already strongly supportive)

The school has also continued to run entry and exit surveys for all families coming and going form the school. The large increase in numbers had provided very valuable information through the surveys regarding the strong reputation of the school, enhanced also through the international families who are targeted our school from afar. Transfers to private schools also continue to be low, coming from a high of over 40 students in 2007, to now averaging around 12 each year, while transfers back from private schools continue to provide a balance to the numbers leaving – hence another factor in the increased enrolment trend.

In summary, the data would indicate the school continues to thrive as a lead school for the state.

### Student Achievement

The school collects information on students in:

- Speech and phonological awareness
- Concepts of print
- Middle infant screening test
- Running records
- Bedrock words
- Westwood spelling test
- PAT Maths
- PAT Science
- PAT English
These tests occur at varying times for each year level, commencing with the first screening occurring in the child’s first term of school, and annually for the students as they move through the school. All data is now housed in a central online database that staff can access and input data. The data can be exported to other programmes e.g. Excel or Word, and staff can manipulate the data by class, by individual child or by year groups.

The data indicates that as a whole the school continues to maintain high levels of achievement across the curriculum, and our tools enable us to track individuals who perform below the school's purpose built benchmarks (Note: these are elevated above the benchmarks established by each of the testing packages).

We refer to the information included in the Strategic directions regarding the implication for the change in enrolments and demographics, and data will continue to be collected and monitored to ensure students are tracked along the growth paths appropriate for a high performing environment.

NAPLAN

Figure 1: Year 3 Proficiency Bands by Aspect

Figure 2: Year 3 Mean Scores
Figure 3: Year 5 Proficiency Bands by Aspect

Figure 4: Year 5 Mean Scores

Figure 5: Year 7 Proficiency Bands by Aspect
Figure 6: Year 7 Mean Scores

![Mean Scores Chart]

Figure 7: Year 5-7 Growth

![Year 5-7 Growth Chart]

NAPLAN School Growth: Year 5-7

Table 1: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
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<tbody>
<tr>
<td></td>
<td>Progress Group</td>
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<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
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<tr>
<td></td>
<td>Middle 50%</td>
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<td></td>
<td>Upper 25%</td>
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### Attendance

#### Attendance by Year Level

<table>
<thead>
<tr>
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<th>% Attendance</th>
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<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.3</td>
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<td>95.3</td>
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<tr>
<td>Year 6</td>
<td>95.2</td>
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<td>Year 7</td>
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<tr>
<td>Primary Other</td>
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<tr>
<td>Total All Year Levels</td>
<td>95.4</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
<td>95.5</td>
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Attendance rates at the school remain high and well above state and national averages. Lateness to school is of some concern for a small number of families, usually based on lifestyle factors for professional families.

### Destination

#### Attendance by Year Level

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Behavior Management

46 of the 119 incidences for which children were sent to time out were recorded as violence on the school database. This needs some clarification to understand that there were zero incidences where a child suffered any long or short term injury from another, nor that it resulted in any child receiving suspension. Violence according to the school’s behaviour policy comes in the form of pushing, hitting, or generally interfering with the rights of others. All schools have some degree of bullying, and Rose Park is no exception to this. For 2013, we are fortunate that in general remained at low levels and incidences were managed as they arose. It is noted that when the school is supported by the parents of the children involved the success rate of managing these satiations is significantly increased. One matter during 2013 where there was denial from the parents of the child perpetrating the alleged actions resulted in protracted negotiation that we believe in the end was not the best outcome for all concerned – the matter concluded due to a change in accommodation for one family meaning a school change.

That said, the annual report can again emphasise to its readers that as parents of the school, the sooner the school can be informed regarding any inappropriate behaviour, and then those parents support the actions and processes of the school, the sooner matters can be resolved successfully with no longer term implications.

Client Opinion

This was the first year of the on-line client opinion survey where all families in the school were provided a website for easy access to the survey. This resulted in the highest return (55 responses) ever achieved. We note the low score on the school taking parent concerns seriously. This is somewhat counter-intuitive to the second highest score in parents being able to talk to teachers about their concerns – unless the view is that staff make themselves available to listen but do not act on what they are told. Statistically, this result was 15 disagreeing
families (7 strongly, 8 disagreed) out of a possible exceeding 350 families, or some 650+ individuals. The school will explore this issue in 2014.

The high point of the survey was that parents felt their child was safe at the school – statistically, 51 from 55 respondents. 50 said their child like being at the school.

24% of the respondents were from the year 1 level, and 70% were female. There remains an argument regarding surveys completed on a voluntary basis that parents with some dissatisfaction are more likely to respond that those that are satisfied – we refer to the client entry and exit surveys conducted on every family over the last 4 years that do not reflect some of this information, coupled with the ongoing growth in school enrolments and pressure on waiting lists.

My School website  
http://www.myschool.edu.au/

Accountability

Staff

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
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<td>Bachelor Degrees or Diplomas</td>
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<td>Post Graduate Qualifications</td>
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Please note: Staff that 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

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<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<td>Non Indigenous</td>
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Financial Statement

Income by Funding Source

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<td>2 Grants: Commonwealth</td>
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<td>3 Parent Contributions</td>
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<tr>
<td>4 Other</td>
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