Context

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

Student enrolments continued their strong upward trend, with the school ending the year at 550 students. Expected start for 2015 is also 550 plus, creating 21 classes for 2015. Demand remains extremely strong particularly from international students and is causing a considerable workload managing out of zone request. Students with English as a second language continues to rise, now above 20% of the school population.

2014 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 beach volleyball and cricket and participated in aquatics at Port Noarlunga.

Pre-service teachers were welcomed into most of the classes at some time during the year.

Year 4/5 were involved in dance with Footsteps and an excursion to Parliament House as part of their inquiry on decision making.

The Year 2’s made green pancakes and green jelly for St Patrick’s Day and went on an excursion to Bonython Park to investigate forces.

In Year 3 the students visited the Life Ed van to focus on being Cyberwise and worked with Anthea to learn about the human body.

Reception and Year 1 classes were visited by the Toy Man as part of their inquiry and they viewed a performance at the theatre based on the fantastic Edward and Edwardina books.

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

Ella Blake, Emma Vaughan and Diane Winterling along with the Principal Brett Darcy travelled to Singapore for the IB Asia Pacific annual regional conference.

**Term Two** included NAPLAN for year 3, 5 and 7 students and in May, 19 staff travelled to Melbourne for the Hawker Brownlow conference.
Unfortunately Sports Day was postponed due to inclement weather.

Year 7’s travelled to Canberra for the Rose Park Primary School inaugural Civics and Citizenship Trip. This was a huge success and will now become an annual event. The trip was followed up at school with visits by Senator Penny Wong and Kate Ellis MP.

All Year 4/5 students participated in the Bike Ed program, some wrote to their pals in Hong Kong and all classes were involved in Lab on Legs.

In the Year 3 classes students visited the Wingfield Dump and the wetlands as part of their inquiry into Sharing the Planet.

Year 2 students investigated forces by visiting Bonython Park and finding examples of “Push and Pull and Gravity.”

Reception and Year 1 classes enjoyed tennis and watched their worms decomposing food which was part of their inquiry into recycling.

The winter concert at the Marryatville Forge was another big event so capably orchestrated by Chris Narroway.

Term 3
Bookweek was a focus during Term 3 and at last students were able to enjoy Sports Day.

Reception to Year 5 students travelled to Thebarton Swimming Centre for a week of swimming.

The Royal Show provided the opportunity for Room 6 to display their talents making “Greta Garbo” for which they were awarded first prize.

Indigenous storytelling and an art workshop were successful incursions for the R/1 classes to support their learning as well as a wonderful visit by Grug through the Windmill Theatre Company.
All Year 2 classes enjoyed their Zoo snooze, arriving back at school very tired from the many activities they were involved in during their overnight stay.

Challenge Hill was a highlight for Year 3 students as part of their camp experience at Woodhouse.

Year 6/7 students in Room 9 involved the whole school in the naming of their cow “Rosie Parker”.

75% (400) students completed the Premier’s Reading Challenge.

Annual VIP day was another huge success including the sausage sizzle lunch during which 800 sausages were cooked and consumed.

Year 7 students culminated their PYP journey with the exhibition.

Term 4
The Annual Year 4/5 musical was well performed in week 3.

The SRC organised Charities Day and a talent show.

Gymnastics was enjoyed by all Year 3 students.

Year 2 students made butter, muffins and jelly to experience states of matter and the changes that occurred through cooking.

Year 6/7 classes visited Monarto Zoo prepared for Graduation (Year 7) and were involved in a leadership course prior to writing their applications for leadership in 2015 (Year 6).

Reception and Year 1 presented their Grug plays to their parents and prepared for the Christmas concert.

Students in Year 4/5 skyped with our sister school in Japan in readiness for the exchange in 2015.

Deputy Principal, Diane Winterling was invited by the IB to be part of the school visiting team to evaluate another IBPYP school in South Australia.
Patti Christensen, Principal from Edmonton spent time in our school as part of a reciprocal leadership work alike programme with our Principal.

**Whole school**
As always throughout the year there are many events and aspects of the curriculum that encompass the whole school.

**Science**
Anthea Ponte has continued to progress the science curriculum by linking the Australian Curriculum with the Program of Inquiry.

- **Term 1:** Year 6/7 students spent 8 weeks on an independent scientific inquiry. All students completed the CSIRO-CREST Blue Award.
- **Term 2:** 9 year 6/7 students completed the Year 7 & 8 Big Science Competitions gaining 2 High Distinctions and 3 credits.
- **Term 3:** Approximately 200 students participated in the Broad Bean Challenge. Year 3/4 classes completed 2 CSIRO CREST awards for their units on energy. 7 students submitted entries for the Oliphant Science Awards.
- **Term 4:** Reception, Year 1 and Year 4/5 students completed CREST AWARDS.

**Japanese**
Highlights for Japanese included:

- visits from Ritsumeikan junior high school students in terms 2 and 4,
- a Pon pon J Pop performance at the winter concert and VIP day,
- The Year 6/7 preparation and presentation of a J Pop Flashmob on sports day
- Setting up a sister school agreement with Hikone Josei Elementary School and then hosting our visiting teachers from Hikone; Inoue Takako, from the Hikone Board of Education, Atsumi Osawa, Principal and Higashino Yukako, 5th Grade Teacher.
- In September we signed our sister school agreement with Hikone Jyosei Elementary School and began to prepare for our student exchange trip in 2015.
- In October, class teacher Mayu visited from Hikone Josei for a week to prepare for the student exchange and undertook Skype sessions between our schools.

**I-centre**

Tracey Grice was welcomed as our new Teacher Librarian. Her expertise in literacy has seen the introduction of reader’s workshop model in Year 2 classes and book clubs for several other year levels. Tracey led staff through several “Literacy for Learning” workshops as part of their professional learning. New resources and facilities are planned to transform the i-centre into a pivotal learning area for students.

**Music**

Music continues to be an integral part of the RPPS curriculum. In 2014 students were involved in many events.

**Term 1**

Year 5 wind program, new ensembles formed, IMS String workshop at RPPS, Music support group meetings.

**Term 2**

Winter Concert (Sound and Light), Assembly performances for choir

**Term 3**

Festival of Music choir performances. String ensemble and concert band performed in the foyer. RPPS provided soloists, troupe performers and orchestra members.

**Term 4**

4/5 Musical, Melrose Band Camp, Mitcham Concert Band workshop, Celebration Picnic Performance, Early Years annual concert.

More students than ever were involved in ensemble, including DECD ensembles.

**SAPSASA**

Our Rose Park Primary School SAPSASA year was an unqualified success. Participation was high. A wide range of sports were offered. In 2014, sports offered for Year 4 – 7 students were: Athletics (Yr. 4 – 7), Swimming (Yr. 4 – 7), Cross Country running (Yr. 4 – 7), Basketball (Yrs. 5, 6 & 7)

For Year 6 & 7 students only: Beach & Indoor Volleyball (high participation rates – 68 and 72 students involved respectively) and Knock-out sports: girls’ and boys’ netball, girls’ and boys’ soccer, girls’ and boys’ tennis, boys’ football and cricket.

**Notable team successes**: Gold medals for beach and indoor volleyball in Boys’ Division 1 and 2, State Champion for boys’ netball, Runner-up State Champion for girls’ tennis, and Runner-up State Champion for Boys’ Year 5/6 basketball.

**Notable individual successes**: (East Adelaide District representation): 4 boys in football, 6 girls and boys in Athletics, 2 boys in cricket, 1 boy in hockey.
**State representation:** Millie Scott - Girls’ Soccer and Futsal teams, William Warrick - Boys’ Football and Cricket (as Captain).

**Coaching / administration:** 6 staff members were involved in coaching and administration of the 14 SAPSASA teams that competed this year. Numerous parents offered coaching, scoring and transport assistance throughout the year. A challenge for the future is to ensure that we continue to have sufficient parent transport and parent coaching support as our school numbers increase. During 2014 the requirement for all parents involved in school sport to have an up-to-date police clearance came into force, including parents who offer transport. This challenge will hopefully be overcome as increasing numbers of Rose Park parents obtain that clearance and continue to offer such outstanding support for SAPSASA at Rose Park Primary School.

**International Baccalaureate**

All staff completed a 2 day workshop on a “Concept driven curriculum”. All new staff participated in an induction day at St John’s Lutheran at Highgate.

Next year is the schools evaluation and preparation has taken place throughout 2014.

RPPS consistently sustains teaching and learning programs of the highest quality as evidenced by increasing enrolments and continued enquiries from prospective families locally, nationally and internationally.

**Report from Governing Council**

In 2014 the Governing Council enjoyed a productive year working with the executive of the school.

The standing agenda items that were discussed at every Governing Council meeting included, but were not limited to, student numbers and school capacity, the incidence of bullying, the financial management of the school, capital projects and maintenance and professional development of staff. In all of these areas the Governing Council were satisfied that the best interests of both the students and the broader school community were not only being met but exceeded in all respects.
Of particular note in 2014 was the Council’s focus on the reactivation of the Rose Park Primary School Foundation. More news will follow shortly on this initiative but it is one that we encourage all parents, friends and old scholars to get behind for the long term benefit of the school.

As always our thanks goes to both the Parents and Friends Committee and the Old Scholars, the latter of which will be a focus for the Governing Council in 2015. It has often been said that schools don’t have memories, so our school’s heritage and narrative is one that must be preserved and cherished for the enrichment of future generations.

Finally a recognition and acknowledgement should be made of the Principal and his staff for excellent academic results in the 2014 school year, a year in which the school experienced ever increasing pressure on resources due to increasing enrolments. In this environment staff retention from 2014 to 2015 was 100%. This is also an outstanding achievement and on behalf of all of the Governing Council our thanks go to all the school’s staff.

Looking forward 2015 will not be without its challenges. To overcome any hurdles in the future we encourage all parents and caregivers to get involved with the school in any way they can to keep our school healthy, happy and the best in can be.

David O’Loughlin
Chairperson
RPPS Governing Council

Site Improvement Planning

2014 was the final year of the plan commenced in 2011. Much has changed in that time, not the least our school population and its demographical construct. 2014 finished with exactly 550 students, and considering the original plan was conceived in 2010 when the numbers were around 350, this is a significant difference. Similarly, the number of students in the school from non-English speaking backgrounds continued to rise, finishing this year at round 20% of the school population, up from less than 5% when the original plan was formulated. The key elements of the 2011 – 2014 plan were:

- 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

During this same time period, the school worked with a software developer to tailor a commercial product to fit the needs of the school. 2014 was the first full year of its implementation, although previously collected data has also been added to our database. The results indicate, and the student enrolments support the evidence, that the school continues to outperform many other like schools and often leads the way in achievements across our state.

Of particular note has been the early intervention processes over the last 5 years, where early diagnostic testing followed by targeted teaching has significantly decreased the numbers of students requiring early intervention post their 5th term testing – or stated conversely, nearly all of our students are meeting our achievement benchmarks by their 5th term of school, providing strong foundations for their learning.

The evidence of the early years testing approach is gradually flowing through the school and this year’s results in the year 3 NAPLAN are an example of progressive change – notwithstanding that one year is not evidence of a trend, but data to monitor to see if a
pattern emerges.

As a high achieving school, we continued to focus our national testing on the movement of students through the proficiency bands, and on growth from year 3 to 5 to 7. The data indicates successes continue in both these foci, with an outstanding score of 54% of year 5 students in the top 25% growth band in reading and 37% in numeracy. For year 5-7, also outstanding was 47% in the top 25% growth band for numeracy. (See tables 1 and 2 below)

Outside of the national testing, our other data indicates:

- We maintained 85+% of students participating the instrumental music programme, up from under 50% in 2010
- The school continued with 85% plus of students participating in school sport, up from 65% in 2010. Success rates were also extraordinary in 2014, with state champions in Boys netball, runner up state champions in girls tennis, gold medals in beach volleyball, 5 state representations (2 students with 2 each) and numerous other premiers in soccer, football, cricket and basketball
- Significant increases across the year levels in Lexile reading scores based on year on year cohorts
- The successful completion of the first year of a science teacher (0.4), and our science room now fully functional and continuing to improve in its resources

The major work of 2014 was the development of a longer term vision for the school. Through staff, Governing Council and our community, we examined our role as a lead school with a mind to pushing our own boundaries, setting the school direction for the future, going from strength to strength. Our conversation explored the issue of numbers – the school is full – this was not about marketing, more about ensuring an educational product that delivered the highest quality. (We note that 2014 was the first year of collecting data on enrolment inquiries – with the school receiving some 200 out of zone inquiries.)

Clearly this product would create its own marketing through our school community – the resultant demand for places creating an accountability to provide quality.

2014 was also the commencement of a new consultative committee, that of parents new to the school from international backgrounds. Titled the “International Education Advisory Group” their role is to provide informative conversation to the school regarding the transition process for international students, and to learn about the way we operate in our system. We look forward to working with this group over time to improve the assimilation process and to ensure we provide quality learning outcomes for their students.

Our sister school agreement with Hikone Jyosei Elementary School also added a new dimension to our future directions through a significant raising of the profile of Japanese in our school. The visit by the Hikone principal and staff, followed some weeks later by the class teacher’s visit and the skype sessions, put an element of excitement right through the school and an aspirational target for younger students to be selected to participate on reaching year 6.

**Self-review**

2015 is our evaluation year for the IBPYP. 2014 saw an escalation of the self-review processes, ensuring all policies and practices are updated to reflect current practice. The school developed a paper to compare the DECD accountability framework (DIAF) with the IB evaluation process, ensuring we had covered all requirements of both systems.

All teaching staff continued with their action research projects to contribute to the self–review of the school. As the second full year of the action research model being fully implemented, the resultant presentations and data produced by staff provided outstanding examples of quality practice and innovative new ways to look at our teaching practices.
After a comprehensive process, the Governing Council signed off on a ten year plan late in 2014, producing a glossy brochure and electronic booklet outlining the 2015-2024 strategic directions. This is a bold position for a school and takes us into an exciting new phase.

Significant in the planning is the focus on early years and play based pedagogies, and some innovative grounds development to the junior primary play area are due to occur over the 2014-5 summer holiday in readiness for the first ever single intake year for receptions.

2014 has been another outstandingly successful year, and with the 2015-24 plan now commencing, the future looks strong for Rose Park.

### Student Achievement

The school collects information on students in:

- Speech and phonological awareness
- Concepts of print
- Middle infant screening test
- Running records
- Bedrock words
- Lexile reading scores
- Westwood spelling test
- PAT Maths
- PAT Science
- PAT English
- Australian Maths Trust and ICAS testing
- Torch comprehension scores
- NAPLAN
- As well as individual classroom assessments and testing.

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 data base 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.
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

![Year 5 Mean Scores Graph](image)

Figure 5: Year 7 Proficiency Bands by Aspect

![Year 7 Proficiency Bands Graph](image)

Figure 6: Year 7 Mean Scores

![Year 7 Mean Scores Graph](image)
Figure 7: Year 3-5 Growth

Table 1: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
<th>Site</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td></td>
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<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>48.2</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>37.5</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>3.5</td>
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<tr>
<td></td>
<td>Middle 50%</td>
<td>42.1</td>
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<tr>
<td></td>
<td>Upper 25%</td>
<td>54.4</td>
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</table>

Figure 8: Year 5-7 Growth

Table 2: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>18.4</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>34.2</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>47.4</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>17.9</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>59.0</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>23.1</td>
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## Student Data

### Attendance

#### Table 3: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.6</td>
</tr>
<tr>
<td>Year 3</td>
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<td>Year 4</td>
<td>95.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.6</td>
</tr>
<tr>
<td>Primary Other</td>
<td>96.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>95.1</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>95.1</td>
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Attendance rates at the school remain high and well above state and national averages.

### Destination

#### Table 4: Intended Destination

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<tr>
<th>Leave Reason</th>
<th>2013</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
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<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>0.9</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>0.8</td>
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<tr>
<td>Seeking Employment</td>
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</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>2.0</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>26</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>50</td>
</tr>
<tr>
<td>Unknown</td>
<td>24.2</td>
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Behavior Management

104 incidences of time out were recorded in 2014, down from 114 last year, and with the concurrent increase in enrolments. We note 4 students comprised 25% of the total amount, with 2 of these students having a disability requiring specific attention.

In total there were 63 students receiving a time out, of these 13 were girls. The major offence continues to be violence with 47 occasions, followed by out of bounds and unsafe behaviors with 14 each.

In general, while the change in 2013 in the way we collect and assess behaviors brought a peak of numbers in the area of violence in 2013 and it continues to be the main offence, the school is confident our students are well managed with many positive behaviors occurring in a very crowded yard play environment. Statistically, 550 students x 4 yard play periods per day x 200 school days equals 440000 opportunities for receiving a time out, and 104 equals 0.02% of students.

Client Opinion

This was the second year of the on-line client opinion survey where all families in the school were provided a website for easy access to the survey. The returns for 2014 were significantly lower than for last year, dropping from a high of 55 returns in 2013, back to 28 for 2014. While this is still marginally higher than previous results where <20 was the norm,
we note also that school enrolments now exceed 550 compared to 400 or less in prior years, hence the result statistically as a return per head of population in the school is lower. That said, the results also mirror previous years, and seem to be an indication that as a general rule people tend to respond if they have concerns, whereas if they do not, which is the large percentage of the community, they do take the time for the survey.

The high point in 2013 was that parents felt their child was safe at the school – statistically, 51 from 55 respondents. This year 54% said their child like being at the school. Talking to teachers about concerns rated second highest at 44% overall, while being safe came third at 74% agreeing or strongly agreeing.

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>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>44</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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</tbody>
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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**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Persons</td>
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<td>27</td>
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**Financial Statement**

**Income by Funding Source**

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<th>Funding Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>$8020</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$483678</td>
</tr>
<tr>
<td>4 Other</td>
<td>$102910</td>
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