Context

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

With enrolments exceeding 440 and the school having 17 classes for the first time in at least a decade, demand for places in Rose Park has rarely been higher, leading to an exciting, challenging “World School” programme in a strongly supportive school community.

2011 Highlights

2011 has been a productive, exciting and challenging year. Throughout the year there have been many achievements. The following are a few of the many significant events for the year.

The authorisation of Rose Park Primary School by the International Baccalaureate Organisation as a ‘world school’ was undoubtedly the most significant highlight of the year. Our School Community had been, for the last 4 years, working towards this final step in the process which staff, students and parents contributed to in early Term 4.

Year 6/7 students wrote and published books based on the IBO Learner Profile. A book launch was held at the end of term 1 and their books are now available in the i-centre for all students to borrow.

Year 3 and Year 6/7 students participated in camps this year. Year 3 to Aldinga and Year 6/7 to Roonka near Blanchtown.
We welcomed many international guests to our school including the children’s choir from China in August. Students had the opportunity to participate in many sporting events including lawn bowls, cricket, soccer, girls and boys netball, girls and boys basketball, athletics, swimming and cross country.

The SAPSASA Boys Netball team won the State Championship and the 10 year old boys cross country team performed the best for their age group in the state.

The annual music night this year had a “Magic theme” and was well attended at the forge at Marryatville HS. The annual Year 4/5 musical took place at the start of Term 4. This year students were transported to “Treasure Island”.

The whole school took part in the National Music event lead by our wonderful Music Teacher Chris Narroway.
Students took part in Come Out 2011 with a Picnic event at Fergusson Square. The community enjoyed sports day at the start of Term 2.

Room 14 celebrated Bookweek with a musical performance for

VIP day was well attended with proceeds from the sausage sizzle being divided between the pedal prix and the RPPS SRC to purchase playground equipment and games.

Charities Day in December raised $3052. 50% was donated to Cystic Fibrosis, 25% Variety Club Bash and 25% Aboriginal Literacy.
2012 will continue to be as busy and exciting as we look forward to continuing to provide exciting learning opportunities for all our students.

Report from Governing Council

Site Improvement Planning

The school successfully achieved a number of outcomes from the strategic planning:

1. Achieve high level learning outcomes for students
   - 100% of students new to this school (R-7) were screened against school benchmarks within their first 10 weeks
   - 100% of students new to schooling were tested after 5th term of school for EI identification
   - Mathletics was introduced for all students in 2011. Baseline data under negotiation with Mathletics for a usable format.
   - Lexile reading programme introduced in 2011. Base data collected for 2011
   - Staff reviewed the reforms of the Lillico research (March 2011) and analysed reforms that are achievable for RPPS – 2011 – 2014. Anecdotal data to monitor implementation of the reforms commenced. Staff self-assessed against successful implementation of these reforms and planned for further action.
   - Year 3 Naplan scores were targeted and have shown positive upward trend (2009 to 2011)
   - Naplan in most areas for year 5 and 7 (based on year 3 and 5 cohort of 2009) outperformed like school growth
   - Outperform like schools from My School website in all Naplan results – annually (Sunday Mail, 25/3/12, rated Rose Park #2 in the state for whole school average in larger primary schools)
   - Maintain improvement trend in running records for year 1 and 2 students, with moderate percentage increases, while maintaining <5% of year 1 students below level 10.

2. Engage students and foster their well-being
   - Participation rates in active programs*/school sports teams increased 85% participation in school sport of students in years 3-7; 75% of students year 3-7 involved in instrumental music
   - Time out room referrals decreased from 92 referrals in 2010 to 57 in 2011
   - Repeat offender time out rooms referrals remained steady at 3
   - Repeat offender classroom behaviour time out referral was zero for 2011
   - Cyber bullying or inappropriate use of communication technology is low, but not zero. 2 cases in 2011.

Develop and improve student pathways and transitions
• Number of students transferring to private schools have shown a downward trend, from 5.7% in 2009 to 1.5% in 2011
• Student exit data (hard copy survey) displays trend of positive information related to schooling at RPPS
• Student entry data (hard copy survey) indicates very strong community perception and a desire for enrolment at Rose Park
• Out of zone inquiries continue to be strong, verging on overwhelming. Up to 40 per year plus numerous more at school tours
• Parent onion survey indicating slight but steady trend positively – see data in this report.

IBPYP AUTHORIZATION
The school became a fully authorized IB world school in December 2012 following the authorisation visit by an IB term in week 1 of term 4, 2011.
The following is an abridgement of the report:

“The visiting team made note that the process of developing inquiry and then moving into the IB PYP was clearly well done and a credit to both the Principal and the PYP coordinator.
Commendations:

• Commitment to developing in students the qualities, attitudes and characteristics described in the IB learner profile. The student’s inquiry books and portfolios reflect these attributes well.
• Developing a climate of open communication and careful expression of ideas, attitudes and feelings.
• Providing a safe, secure and stimulating environment based on understanding and respect.
• Encouraging learning that fosters responsible citizenship and international mindedness. This was very evident from the ways in which the teachers use the learner profile in creative and meaningful ways within the full range of the programmes in class and in the school in general.
• Attaching importance to language learning, through the development and acquisition of another language. The way in which the Japanese programme permeates the school is very evident. The teaching and learning within the language programme also addresses the Transdisciplinary Themes.
• The head of school/the school principal and programme coordinator having a good understanding of the principles of the programme and demonstrating pedagogical leadership.
• Providing effective support for students with learning difficulties including children for whom English is a second language.
• Encouraging students to develop strategies for their own learning and to assume increasing levels of responsibilities in this respect.
• Having a programme of inquiry that allows for a balanced inclusion of subject areas and a system for regular review and refinement of individual units of inquiry and the programme of inquiry.
• Using inquiry across the curriculum, and by all the teachers.
• Providing students with regular opportunities for reflection on their own learning.
• Supporting students in learning how to reflect on their experiences and make more informed, independent choices.

The team made the following recommendations:

• Continues to explore opportunities for more frequent collaborative planning during and throughout the inquiry cycle and reflection into all teachers’ schedules.
• Continues to carefully consider the balance and the sequencing of disciplinary and trans-disciplinary planning and teaching.
• Further ensures the programme of inquiry allows for a balanced inclusion of the subject areas. Make connections with the single subjects and units of inquiry. Connections can be made through key and related concepts, lines of inquiry, attributes of the learner profile, attitudes and skills. It will be important to audit the programme of inquiry with the Science scope and sequence to ensure their adequate study of all elements of Science.
• Continues to develop the time for planning at the school that takes place collaboratively.
• Continues to develop the range and balance of teaching strategies to meet the objectives of the programme and opportunities for grouping and regrouping students for a variety of learning situations.
• Continues to ensure that assessment at the school is viewed as being integral with planning, teaching and learning. This includes assessment before and during the teaching in all areas within the programme of inquiry and beyond the programme of inquiry.
Further develops a deeper understanding of ‘authentic’ student initiated action in order to provide opportunities for student action to be an integral part of the curriculum and/or an extension of the curriculum. The action component is a direct reflection of how the learning experiences assist students in clarifying their values, attitudes and beliefs, which in turn influences the choices they make. The PYP exhibition becomes a requirement in the year subsequent to authorization.

The team recommended that Rose Park Primary School schedule its evaluation visit for October 2015 and congratulated the management and staff of Rose Park Primary School for their development and achievements thus far.”

DIAF EVALUATION
The school undertook its tri-annual DIAF evaluation in term 4 2012.

Commendations (abridged):

• a sense of community and building of culture
• evidence of deliberate and planned strategies to build the culture of the ‘one school on the one campus’
• the positive commitment of parents and Governing Council representatives in looking to the future of Rose Park Primary School through:
  o careful strategic planning for building development and refurbishment for the consolidation of one school on one campus
  o further development of the IB and the international mindedness of the school.
• A focus on data collection, testing and student folders with further work planned.
• students’ increased motivation in their work through the IB inquiry model with evidence of common goals and language and alignment of practices
• Intervention programs and other structures are meeting the goals they have set.
• The development of school culture and community, a commitment to the IB and other changes and to working in teams.
• Student pride in the school and the opportunities available to students in particular the range of sports and music opportunities.
• positive developments in Information Communication Technology and digital learning

Recommendations (abridged):

• Continue to develop of Science, and support for school’s action research structures
• Continue focus on the level of parent engagement in the school and the Strategic Plan.
• Continue to build on existing improvement strategies using the DIAF and IBPYP Standards and Practices.
• Continue to better connect data to programs and teaching and learning.
• Ongoing work in building parent understanding of the IB and further developing effective communication with the community.
• Continue to seek opportunity for Specialist teachers to be more involved in the planning of inquiry units.
• Ongoing work with the connection of the IB curriculum and the national curriculum
• Explore strategies to ensure positive outcomes for students as a result of this “high stakes” testing.
• Ongoing development of intervention strategies to ensure needs are met in a most equitable process

Student Achievement
RUNNING RECORDS
The school continues to perform strongly with achievement data in running records. During 2010, the school purchased the Lexile reading programme, a web based product design to strengthen comprehension skills in students from year 3-7. An emphasis for early year’s literacy has moved to going broader in each reading level rather than moving too rapidly through the levels, with a view to children improving comprehension levels prior to the commencement of the Lexile programme. The outcomes of this approach should begin to show trends in Lexile scores over the next couple of years, while maintaining the regularly high Running records result but without necessarily creating much change either way in ongoing scoring. That said, the early intervention approach taken by the school will continue to focus on the small number of students in the lower thresholds of the running record achievements to ensure these students are moved in line with school expectations.
In general, 2011 results were another solid performance, outperforming the region and the Australian average scores in every category, as is to be expected for Rose Park. On trend data, scores remain similar to previous years, giving due consideration to peripheral factors such as difficulty of the test, numbers of students sitting the test, numbers of students new to the school and increased numbers of students with ESL backgrounds.

More specifically, growth data indicates strong performance of students who have moved from year 3-5-7 through the school, with a particularly high performance in year 5-7 numeracy.

Other features of note in the data are:
- Year 3 writing not as strong as year 3 reading
- Year 3 numeracy should have more students in higher bands
- Year 3 spelling and writing scores need to be higher – work is being focused on early intervention and year 2 student
- Predominance of year 5 numeracy scores is lower than expected – more students need to be in the higher bands
- While grammar has improved from previous years, it will continue to be a focus for all year levels.
- Year 7 numeracy scores were outstanding with a large change from already high previous scores – strong cohort of students, showing strong growth from year 5 (80%+ in top 25% growth band, 0% in lowest 25% growth band.)
Proficiency bands - Year 3

Year 5

Year 7

Mean scores – trend over time
Year 3

Year 5
School scores against the region and the Australian average

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
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<tbody>
<tr>
<td></td>
<td>Site</td>
<td>Region Index</td>
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<tr>
<td>Grammar</td>
<td>459.5</td>
<td>441.1</td>
<td>428.1</td>
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<td>Reading</td>
<td>473.6</td>
<td>441.4</td>
<td>427.9</td>
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<td>Spelling</td>
<td>428.6</td>
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<td>413.5</td>
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<tr>
<td>Writing</td>
<td>425.3</td>
<td>423.9</td>
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<tr>
<td>Numeracy</td>
<td>441.2</td>
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Growth Trends over time

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<tr>
<th>Test Aspect</th>
<th>Progress Group</th>
<th>Year 3-5</th>
<th>2009</th>
<th>Year 5-7</th>
<th>2009</th>
<th>Year 3-5</th>
<th>2010</th>
<th>Year 5-7</th>
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<th>2011</th>
<th>Year 5-7</th>
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<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>14.3</td>
<td>*</td>
<td>16.2</td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Middle 50%</td>
<td>42.9</td>
<td>31.0</td>
<td>35.1</td>
<td>44.4</td>
<td>42.9</td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Upper 25%</td>
<td>42.9</td>
<td>65.5</td>
<td>48.6</td>
<td>55.6</td>
<td>50.0</td>
<td>81.8</td>
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<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>13.9</td>
<td>*</td>
<td>15.8</td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
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<tr>
<td>Reading</td>
<td>Middle 50%</td>
<td>44.4</td>
<td>55.2</td>
<td>60.5</td>
<td>59.3</td>
<td>51.2</td>
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<tr>
<td>Reading</td>
<td>Upper 25%</td>
<td>41.7</td>
<td>37.9</td>
<td>23.7</td>
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* Indicates less than 5 students were able to be measured in this area

Growth – Year 3-5
Student Data

Attendance

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<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tr>
<td>Reception</td>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 3</td>
<td>95.7</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.8</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>95.0</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
<td>95.0</td>
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</table>

Attendance rates are generally acceptable at 95%. The school is still conscious of the number of students exempted for overseas and interstate family travel, while lateness to school is an issue for a small number of repeat offenders. Ongoing work with parents and caregivers regarding the importance of punctuality and full attendance as a role model for students to develop good life habits will continue.

Client Opinion
Parent opinion surveys continue to receive very low numbers of respondents, with most questions for 2011 only receiving 18 -20 responses. While the trend is still positive year on year, the data needs to be taken in consideration of the low response rate given that 70 surveys are distributed. Anecdotal information suggests some parents do not return them because they are more than happy with the school. Further evaluation of the written comments would indicate that of the responders, some have single issues effecting them and use the responses a way of bringing issues forward. Given their anonymity, this is often not possible to address.

**Staff**

**Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.
Qualification Level | Number of Qualifications
--- | ---
Graduate Degrees or Diplomas | 49
Post Graduate Qualifications | 5

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>
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</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>Non Indigenous</td>
<td>Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>20.6</td>
</tr>
<tr>
<td>Persons</td>
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<td>21</td>
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Financial Statement

Income by Funding Source

<table>
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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>
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</tr>
<tr>
<td>3 Parent Contributions</td>
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</tr>
<tr>
<td>4 Other</td>
<td></td>
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<Data for this table can be obtained from your final2011 End of Year Profit and Loss Statement. Alternatively you may attach your final2011 Profit and Loss Statement as an appendix. No other information is required.>