Ringrose Public School
Annual School Report 2013
**School context**

Ringrose Public School had an enrolment of 308 students across 12 classes from Kindergarten to Year 6 in 2013. This included 48% of students from a non-English speaking background. The school has a strong reputation in the community and is committed to 21st Century learning experiences and quality teaching pedagogy with a clear focus on continuous improvement. All classrooms are equipped with interactive whiteboards and there is increasing resourcing and use of technology (iPads, notebooks) to support and engage students in the learning process. Collaborative planning and decision making are valued by our dedicated staff and the school is strongly supported by our active Parents and Citizens’ Association.

**Principal’s message**

In 2013, Ringrose Public School continued its proud tradition of providing outstanding teaching and learning opportunities for students. Together our dedicated teaching staff and strong parent body have ensured that students have received a dynamic and inclusive curriculum which has catered for all students’ academic, cultural, sporting and creative needs. The school has been committed to ensuring that students are nurtured in a safe, caring and supportive environment where each child can achieve their best.

Focus areas for our school have included Literacy, Numeracy, Student Engagement and Curriculum Familiarisation of the new English Syllabus to be implemented in 2014.

This year our school also farewelled our Principal Mr. John Spargo. Mr. Spargo has left a wonderful legacy including many years of dedication and service to our school and we say thank you.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Tony Loughhead

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**P & C message**

The P&C Association in 2013 continued to work collaboratively with the school staff to support its primary goal: to help facilitate the learning of our children by providing a variety of resources to the school.

Numerous fund raising activities are planned and held each year to help procure additional learning tools and resources, specifically geared to support Literacy, Numeracy and School Sports. The events vary year on year, but some events are held annually, such as our Mother’s Day Stall and Father’s Day Stall, since they provide a special service for our children. Our Chocolate Drive is also an annual event, and one which provides a solid return on investment – so well worth the minimal effort required.

The P&C also manage the School Canteen and the Uniform Shop – both vital services for our school. We are fortunate to have a very supportive parent / carer community; otherwise it would not be possible to maintain these services, especially our canteen. With the support of a part-time canteen manager, and volunteer help, we are pleased to be one of the few schools in our area who has a Canteen operating five days a week. So, a huge thank you to the parents and helpers who so graciously give of their time each year – it is greatly appreciated.

The P&C also lend our support to school staff when modifications to school policies are under review. We work in collaboration with the teachers, so they will attend meetings at times to update the P&C on changes to policies and seek our endorsement moving forward.
The ongoing contributions of the whole school community to aid the efforts of the P&C is valued and appreciated. Therefore, on behalf of the entire P&C Committee, we plan to continue supporting key learning initiatives at Ringrose Public School for many years to come. With our Bi-Annual Fete being held again in 2014, we look forward to get many new parents involved in the planning of this fantastic event, and to supporting the continued fund raising efforts in support of our children’s education.

Rita Buttenshaw – P&C President

Student representative’s message

As the Student Representative Council (S.R.C.) we contributed information to the school newsletter to inform our community what the S.R.C. has been doing in and around the school.

The S.R.C. was very successful this year. We donated money to various charities like the RSPCA, Stewart House and the Rural Bushfire Service (Katoomba Branch).

As well as fundraising we also raised awareness around the school on issues that affected the students.

The S.R.C. have had a great year and we look forward to next year’s S.R.C. members continuing the great tradition of making this wonderful school even better.

Tim and Deanna
School Captains 2013

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>132</td>
<td>137</td>
<td>141</td>
<td>139</td>
<td>140</td>
<td>147</td>
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<td>Female</td>
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<td>141</td>
<td>140</td>
<td>149</td>
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Student attendance profile

<table>
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<tr>
<th>Year</th>
<th>2008</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
<td>K</td>
<td>93.7</td>
<td>96.0</td>
<td>94.5</td>
<td>93.9</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.2</td>
<td>94.0</td>
<td>95.0</td>
<td>92.5</td>
<td>95.4</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
<td>93.6</td>
<td>94.6</td>
<td>94.1</td>
<td>94.3</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
<td>92.5</td>
<td>94.4</td>
<td>95.2</td>
<td>93.6</td>
<td>94.5</td>
<td></td>
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<tr>
<td>Total</td>
<td>94.4</td>
<td>93.4</td>
<td>95.1</td>
<td>94.6</td>
<td>93.4</td>
<td>95.3</td>
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</table>

Management of non-attendance

Student non-attendance is managed through the monitoring of daily roll attendance by classroom teachers. Reports of patterns of non-attendance (without written explanation) are made to school executive and may lead to follow up by the Home School Liaison Officer (HSLO).

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.572</td>
</tr>
<tr>
<td>Total</td>
<td>18.297</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, there were no Aboriginal teachers as part of the teaching staff at Ringrose Public School.
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>22%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>35%</td>
</tr>
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</table>

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>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>156,837.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>165,340.32</td>
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<tr>
<td>Tied funds</td>
<td>145,659.45</td>
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<tr>
<td>School &amp; community sources</td>
<td>130,591.36</td>
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<tr>
<td>Interest</td>
<td>5,263.27</td>
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<tr>
<td>Trust receipts</td>
<td>31,564.24</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>635,255.68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Creative Arts

In 2013, the school continued with its focus on providing enhanced opportunities for students to express themselves in Creative and Practical Arts. Visual Arts was taught in all classes and children were able to manipulate and work with different materials.

The dancers rehearsed throughout the year in groups including the Performance dance group, the Training dance group, the Highland dancers, and the K-2 dance group. For many of our students, the groups provided an introduction to the media of dance.

Our performance groups including our choir ensemble successfully performed at a range of school and regional events including ‘Our Spectacular’ at the Sydney Opera House in September.

In Semester Two, Years 3-6 students participated in the ‘Dance to be Fit’ program with the assistance of dance tutors. Year 6 students also learnt lessons and new dances for the Year 6 Farewell.

Sport

Sport is an integral part of the Ringrose Public School culture. All students participate in weekly sport sessions.
During Semester One, K-6 students participated in weekly gymnastic lessons conducted by specialist gymnastics teachers.

In Semester two, the ‘Be Skilled Be Fit’ program was introduced in K-2 grades. This success of the program will see it implemented again in 2014.

Students in Years 3-6 are eligible to trial for the school’s PSSA teams entered in the Merryland’s Zone competition. Our school is represented in the Summer months by our T-Ball and Softball teams. Students represent the school in the Winter season in Netball, Newcombe Ball and soccer. All our PSSA teams displayed great sportsmanship. Our Senior Netball team were runners-up and the Boy’s Tee-Ball were 2013 Premiers.

Three of our students were also selected to represent the Zone in team sports.

The school also held its annual Swimming, Cross Country and Athletics Carnivals.

Students who performed well in these disciplines then represented our school at the Zone and Regional Carnivals. We had two representatives in swimming, two in athletics and five in cross country.

One of our students represented Sydney West Region at the State carnival in Touch Football and another two of our students represented the Region at the State Athletics carnival.

In Term 4, all of Years K-6 participated in the Year 6 Walkathon and Activity Day.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- 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)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Significant programs and initiatives**

**Aboriginal education**

Ringrose Public School is committed to Aboriginal education and aims to promote the educational achievements of all indigenous students. Through embedding the new Syllabus Cross-Curriculum priority area Aboriginal and Torres Strait Islander histories and cultures, we aim to enhance the knowledge and understanding of all students about Aboriginal Australia.

An important focus in 2013 was the implementation of Personalised Learning Plans (PLPs) for students of Aboriginal and Torres Strait Island background. The PLPs were developed with the Learning and Support Teacher (LaST), classroom teachers and involved parents/caregivers in establishing agreed support strategies.

The school also celebrated NAIDOC Week which included an activity theme day where students were able to engage in a range of visual arts activities centered on Aboriginal and Torres Strait Island culture.

**Multicultural education**

At Ringrose Public School 48% of our students are from a language background other than English.
Diversity and harmony are acknowledged, valued and celebrated through:

- Teaching and Learning resources that strengthen understanding, respect and tolerance.
- School policies and learning programs that promote community harmony and embed understanding.

Our 2013 Harmony Day allowed the school to celebrate our diversity. Each class created an art work piece depicting different countries and these were displayed in the hall and office. A special assembly involving students and visitors explored cultural experiences. Items presented included the Highland dance group, a Greek dance from 2/3S, and an African Drumming group. Classes then participated in a drumming workshop.

Student Welfare
Positive Behaviour Intervention Strategies (PBIS) is a framework that has been introduced at Ringrose Public School across this year. PBIS helps the school to plan and implement practices across the whole school to improve educational and behavioural outcomes for all students. The PBIS framework is based on a positive approach to whole school well-being. At Ringrose Public School we are committed to ensuring that our school is a positive learning place for all.

Debating
In 2013, Ringrose Public School entered a Debating squad comprising of eight students. Students experienced enhanced debating opportunities through involvement in the Granville / Strathfield competition as well as practice debates through video conferencing technologies. Participating students extended and refined their formal debating skills and techniques.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Ongoing executive level reviews.
- Regular data gathering K-6.
- Strategic Evaluation by the whole school executive team.

School planning 2012—2014: progress in 2013

School priority 1
Increased level of literacy achievement for every student.

Outcomes from 2012–2014

- At least 92% of Year 3 students achieving at or above minimum standard in NAPLAN reading.
- At least 88% of Year 5 students achieving at or above minimum standard in NAPLAN reading.
- At least 92% of Year 3 students achieving at or above the minimum standard in NAPLAN writing.
- At least 92% of Year 5 students achieving at or above the minimum standard in NAPLAN writing.
• At least 65% of Year 5 students achieving greater than or equal to expected NAPLAN growth in reading.

Evidence of progress towards outcomes in 2013:
• 100% of Year 3 students achieved at or above minimum standard in NAPLAN reading.
• 94.7% of Year 5 students achieved at or above minimum standard in NAPLAN reading.
• 95.7% of Year 3 students achieved at or above the minimum standard in NAPLAN writing.
• 86.5% of Year 5 students achieved at or above the minimum standard in NAPLAN writing.
• 32.4% of Year 5 students achieved greater than or equal to expected NAPLAN growth in reading.

Strategies to achieve these outcomes in 2014
• Implementation of the new English Syllabus across the school.
• Effective use of the Literacy continuum data to drive teaching and learning.
• Targeted Literacy program ‘L3’ for K-2 students with an emphasis on reading and writing.
• Targeted Literacy program ‘Focus on Reading’ for Years 3-6 with an emphasis on comprehension skills.
• Targeted intervention Literacy programs ‘MiniLit’ and ‘MultiLit’ with an emphasis on early reading skills.

School priority 2
Increased level of numeracy achievement for every student.

Outcomes from 2012–2014
• At least 90% of Year 3 students achieving at or above minimum standard in NAPLAN numeracy.
• At least 88% of Year 5 of students achieving at or above minimum standard in NAPLAN numeracy.
• At least 42% of Year 3 students achieving in the proficiency level in NAPLAN numeracy.
• At least 30% of Year 5 students achieving in the proficiency levels in NAPLAN numeracy.
• At least 65% of Year 5 students achieving greater than or equal to expected growth in NAPLAN numeracy.

Evidence of progress towards outcomes in 2013:
• 100% of Year 3 students achieved at or above minimum standard in NAPLAN numeracy.
• 86.8% of Year 5 students achieved at or above minimum standard in NAPLAN numeracy.
• 43.4% of Year 3 students achieved in the proficiency level in NAPLAN numeracy.
• 34.2% of Year 5 students achieved in the proficiency levels in NAPLAN numeracy.
• 31.4% of Year 5 students achieved greater than or equal to expected growth in NAPLAN numeracy.

Strategies to achieve these outcomes in 2014:
• Familiarisation of the new Mathematics Syllabus across the school.
• Effective use of the Numeracy continuum data to drive teaching and learning.
• Targeted Numeracy program ‘TENS’ (Teaching Early Numeracy Strategies) for K-2 students with an emphasis on addition and subtraction.
• STING (Stage Two and Three Intensive Numeracy Group) Program with an emphasis on numeracy strategies for targeted Years 3-6 students.

School priority 3
Students and their families experience a challenging, flexible, personalised and safe learning environment.

Outcomes from 2012–2014
• Teachers provide increased opportunities for student directed learning.
• Students are recognised in the areas of: academic, behaviour, sport and attendance.
• Evaluate the effectiveness of the K-6 social skills program. Revise as necessary.

Evidence of progress towards outcomes in 2013:
• Familiarisation to the Positive Behavioural Intervention Program (PBIS).
• Revising the School Student Management Policy.

Strategies to achieve these outcomes in 2014:
• Implementation of the Positive Behavioural Intervention Program across the school.
• Monitor student attendance data and partial absences.

Professional learning
In 2013, all teachers participated in ongoing professional learning aligned to our school focus areas, current 21st Century pedagogy and familiarisation of the new English Curriculum.

Each week teachers participated in one hour workshops across a range of topics. Mandatory DEC training modules 'Teaching for the new Curriculum' and 'The Learner in the new Curriculum' were completed and accredited with the NSW Institute of Teachers. Staff were also involved in weekly Stage Meetings aimed at analysing assessment data to track student progress and planning and programming for explicit teaching activities. Rigorous evaluation of programs ensured a close alignment to the School Plan.

A range of Teachers have also been involved in training for Teaching Early Numeracy Strategies (TENS) and L3 (Language, Learning and Literacy) program as well as completing Module 1 in the 'Focus on Reading' Program.

A total of $20,500 has been spent on teacher professional learning this year.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Background:
Ringrose Public School is currently setting its vision and future directions for the next 5 to 10 years and has examined the area of 'Culture' in terms of where the school is and where it wants to be.

Findings and Conclusions:
The Parent Survey:
Parents have strongly indicated that the school's priority is in meeting the needs of all students and those achievements across the school are regularly acknowledged and celebrated. Further, parents have indicated that the culture of the school encourages students to achieve their best.

An area for further investigation is the opportunity for parents and the whole school community to discuss the culture of the school with its leaders and to define common understandings and future directions.

The Student Survey:
Students strongly believe that the school leaders have a positive influence on school achievements and that the school's main priority is supporting and meeting their need. Further, students believe that new children to our school feel welcomed.

Students have indicated that an area for future investigation is getting to know their family values and beliefs and how that impacts on their schooling.

The Staff Survey:
Staff have strongly indicated that the school encourages everybody to be a continuing learner and that the school recognises and celebrates student achievement. Further, staff believe that self-evaluation and review processes are positive
and support the school in continually finding ways to improve what it does. Staff agree that improving student outcomes is the focus of school decision making.

An area for further investigation is to examine how the school engages its staff in communicating the values and beliefs underpinning school policies and procedures to the wider community.

**Future Directions:**

In examining the survey data, it is clear that students and their learning is the most important factor to the school.

The school leadership team will:

- establish opportunities for parents/carers to discuss the directions and vision of the school ensuring that there is a common understanding between the school's values and beliefs and the community's expectations and understandings.

- engage student leadership teams (Captains / Vice Captains, House Captains / Vice Captains and the Student Representative Council) in exploring ways of connecting the values they bring and aligning them to the school's priorities.

- utilise staff experience and expertise to consult with all key stakeholders when embedding the school's priorities, programs and future directions.

The school is committed to establishing a shared vision that is clearly communicated and celebrated by all key stakeholders.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during 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.

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Tony Loughhead  Principal  
Bronwyn Meese  Assistant Principal  
Lauren Cross  Assistant Principal (Rel.)  
Vasva Smajlagic  Assistant Principal  
Karen Harrison  Assistant Principal

**School contact information**

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GREYSTANES NSW 2153  
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Fax: 9896 3240  
Email: ringrose-p.school@det.nsw.edu.au  
Web: www.ringrose-p.schools.nsw.edu.au  
School Code: 4312  

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:  