Ross Hill Public School
Annual School Report 2014

Image of children holding leaves.

Image of a boy snorkeling.

Image of a boy working on a science project.

Image of a girl painting a ceramic object.

Image of two children smiling.

Image of two children working on a craft project.

Image of two children looking at each other.
School context statement
Ross Hill Public School is an inclusive and child-centred school that encourages every student from Kindergarten to Year 6 to reach their full potential. Our school has a proud history and is a recognised leader in the pursuit of excellence, innovation and community partnerships.

Located in Inverell, the school has approximately 680 students; 18% of the school population identifies as Aboriginal students and 2% are students from non-English speaking backgrounds. There are a total of 29 classes across the school; twenty six classes are mainstream classes and three classes are for students with additional support needs.

The school is a proactive member of the Sapphire Community of Schools group.

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

Student enrolment profile
Student enrolments varied across the year. In Term 4 2014 there were 688 students enrolled. Enrolment trends can be seen in the table and graph below.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>344</td>
<td>324</td>
<td>313</td>
<td>326</td>
<td>341</td>
<td>340</td>
<td>351</td>
</tr>
<tr>
<td>Female</td>
<td>323</td>
<td>340</td>
<td>361</td>
<td>335</td>
<td>338</td>
<td>346</td>
<td>337</td>
</tr>
</tbody>
</table>

Student attendance profile
Student attendance continued to be strong in 2014 with a school average of 93.9%. Student attendance rates were slightly lower than the state average of 94.8%.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.1</td>
<td>93.3</td>
<td>93.1</td>
<td>93.1</td>
<td>93.4</td>
<td>93.9</td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>93.3</td>
<td>91.3</td>
<td>92.0</td>
<td>92.5</td>
<td>92.8</td>
</tr>
<tr>
<td>2</td>
<td>92.9</td>
<td>94.0</td>
<td>93.5</td>
<td>93.0</td>
<td>92.8</td>
<td>94.7</td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>93.0</td>
<td>94.0</td>
<td>92.9</td>
<td>91.4</td>
<td>93.5</td>
</tr>
<tr>
<td>4</td>
<td>91.9</td>
<td>94.7</td>
<td>93.0</td>
<td>93.4</td>
<td>92.5</td>
<td>93.5</td>
</tr>
<tr>
<td>5</td>
<td>92.1</td>
<td>92.4</td>
<td>94.4</td>
<td>93.8</td>
<td>92.9</td>
<td>94.1</td>
</tr>
<tr>
<td>6</td>
<td>92.3</td>
<td>92.9</td>
<td>91.7</td>
<td>93.1</td>
<td>92.3</td>
<td>94.4</td>
</tr>
<tr>
<td>Total</td>
<td>92.8</td>
<td>93.4</td>
<td>93.0</td>
<td>93.1</td>
<td>92.6</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student non-attendance is managed under Ross Hill Public School’s Attendance Policy. In 2014 the attendance policy was reviewed and updated and electronic roll-marking using the SENTRAL Education system was implemented. The employment of a school administration officer (SAO) to manage a Phone Intervention Program (PIP) continued. This program ensured that parents were contacted via telephone daily when their children were absent from school without explanation. An absence notification was also introduced through the Skoolbag app where parents were given an alternative means of notifying absence from school. Fortnightly attendance meetings with the Home School Liaison Officer were an important management strategy, with direct links to the school Learning Support Team. These initiatives have improved communication across the school community.
All cases of unsatisfactory attendance are investigated immediately and appropriate intervention strategies are implemented.

**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</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>5.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>24.1</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>1.05</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>2.47</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.262</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46.782</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Aboriginal staff employed at the school include:
- Four Aboriginal permanent classroom teachers
- One Aboriginal Education Officer
- One School Learning Support Officer
- Two Norta Norta Tutors

### 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>81%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>19%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>26%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning is viewed by the school community as highly beneficial to ensure the best possible teaching is provided to students.

Staff professional learning was undertaken on School Development Days, weekly professional learning sessions, through on-line courses and professional workshops and course attendance.

The major priorities for teacher professional learning have been the implementation of the Mathematics syllabus, and the introduction of the Science syllabus, combined with ongoing updates in mandatory learning. Many staff actively engaged with online learning and participated in learning matched with their personal professional goals. Staff also participated in learning as members of the Sapphire Community of Schools.

Professional learning highlights included:
- Small Schools Conference- whole staff
- Ian Luscombe Conference – whole staff
- Positive Partnerships Autism training – 4 staff
- Workshops on teacher leadership with the Sapphire Community of Schools – executive and interested staff
- 21st century learning workshops – 4 staff
- iPad and technology training – 3 staff
- Language, Learning & Literacy training (L3) – 5 Kindergarten staff and 2 stage 1 staff

Staff also undertook focused learning on School Development Days on:
- Mandatory Child Protection Training
- Code of conduct training
- Emergency care
- Mathematics syllabus
- Science syllabus
- iPads
- electronic roll-marking/SENTRAL
- Disability Discrimination Act (DDA)

All staff were encourage to undertake online professional learning courses with 82% of staff completing 10 hours or more of online training.
Accreditation

Seven staff either achieved accreditation at Proficient Teacher or updated their maintenance accreditation at this level. Staff were able to participate in support workshops conducted by executive staff throughout the year.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>901810.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>386273.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>650928.69</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>161717.93</td>
</tr>
<tr>
<td>Interest</td>
<td>24632.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1627.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2126990.36</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 49445.28   |
| Excursions                 | 74387.16   |
| Extracurricular dissections| 58222.34   |
| Library                    | 16204.0    |
| Training & development     | 5518.90    |
| Tied funds                 | 706092.27  |
| Casual relief teachers     | 165150.99  |
| Administration & office    | 98633.68   |
| School-operated canteen    | 0.00       |
| Utilities                  | 87701.91   |
| Maintenance                | 69665.28   |
| Trust accounts             | 718.86     |
| Capital programs           | 103352.47  |
| **Total expenditure**      | 1435093.14 |
| **Balance carried forward**| 691897.22  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the school Parents & Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

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)

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 and enter the school name in the Find a school and select GO to access the school data.

Other school based assessments

Years 1-6 students participated in school-based writing assessment tasks twice during the year. Students in Years 3-6 participated in school-based reading and numeracy assessments.

Kindergarten students underwent Best Start/PLAN monitoring throughout the year and achievement data was collected at five weekly intervals within the Language, Learning & Literacy (L3) initiative.
Significant programs and initiatives – Policy and equity funding

Gifted & Talented Program

In 2014 187 students accessed Gifted & Talented programs within the school excluding dance, drama or music. Four students in Years 5 and 6 participated in the E-GATs Program in 2014.

The E-GATs Program was developed to provide extension and enrichment for Gifted and Talented students. Students attended a two day camp where they were matched with a mentor and provided with a range of rich learning opportunities. On return from the camp students worked online using digital technologies to enhance their communication and schoolwork. Set tasks of planned learning experiences were designed to meet the needs of the E-GATS students. Students were extended in the areas of English, Mathematics, HSIE and Science and Technology.

Three additional G&T programs ran throughout the year, utilising staff expertise. Two G&T groups were led by Mrs Payne, a Science program was led by Mr Wrobel and a Visual Arts program was led by Mrs Walburn.

Public Speaking

Ross Hill Public School successfully competed in the Arts Unit Multicultural Perspectives Public Speaking Competition for NSW Primary Schools. Interested students met at lunchtimes every week and practised preparing and presenting speeches. One student won the Regional Public Speaking competition and went on to compete at state level.

Creative and Practical Arts

Ross Hill Public School has a proud history of excellence in the Arts. Students have successfully exhibited art works at local and regional level including the Inverell Show, NEGS Portrait competition and the Armidale Fair Trading NAIDOC Week competition. Several students also participated in the Term 2 Creative Practical Arts camp at Lake Ainsworth.

The school drama club offered dance and drama opportunities to all interested students and a very successful theatre night was held in Term 4. Several dance groups performed in local competitions and at school events with students from Year 1 to Year 6 participating.

Aboriginal education

Ross Hill Public School successfully implemented a range of initiatives under the Aboriginal and Torres Strait Islander Education Action Plan in 2014 in 5 domain areas. RAM funding was used to support students in class through the employment of an Aboriginal Education worker and additional tutor funding. Additional resources were also purchased, and professional learning undertaken by staff.

Readiness for School

- Pre-school to School transition program called Kinderstart during Terms 1 and 4 to ensure the best possible start to school for Aboriginal students
- Participation by the Kindergarten Assistant Principal and the Aboriginal Education Officer in ‘Parents in the Park’ a local pre-school initiative supporting Aboriginal families

Engagement and Connections

- Early Intervention Literacy and Numeracy Program for Aboriginal students in Years 1 to
4 who are not achieving at or above grade level
• The Aboriginal Music Program in partnership with the New England Conservatorium of Music, which included twice weekly mini minstrels music lessons for all Kindergarten students and workshops with visiting Aboriginal musicians
• NAIDOC Week celebrations and activities
• Students participated in a variety of activities including coaching visits from Clontarf Academy personnel
• Public Speaking support led by staff at a lunchtime club

Aboriginal students led K-6 assemblies, and conducted Acknowledgment of Country at major school events
• School staff provided mentoring support and professional learning for Norta Norta tutors and Aboriginal workers

Multicultural education and anti-racism
Multicultural activities provided throughout the year included:
• Harmony Day celebrations
• A range of grade based activities including the Year 2 Celebrations Unit, Year 4 Multicultural Unit, Year 5 China Day and the Year 6 Multicultural day
• Strong emphasis on Multicultural perspectives in COGs Units
• Ceremonies to acknowledge ANZAC Day and Remembrance Day

There are several staff who are Anti-racism officers, and the You Can Do it! Program actively promotes and acknowledges difference and diversity within the student population through Getting Along.

Attendance
• Phone Intervention Program
• Personal support for families from school staff
• Regular attendance by staff at Inverell AECG meetings
• Aboriginal students’ average attendance was 87% which was lower than whole school average attendance of 93.9%. Significantly 35% students had an attendance rate of 95% and above.

Literacy & Numeracy
• Employment of an Aboriginal Education worker and Norta Norta tutors to support students in class
• Intensive preparation for students sitting the NAPLAN in 2014
• 50% students participating in MiniLit program were of Aboriginal cultural background

Socio-economic background
RAM funding supported the continuation of significant programs within the school that had been initiated under National Partnerships Program. This funding enabled:
• Mini-minstrels music program
• Boost language program
• Student welfare teacher
• Additional Learning & Support staff
Learning and Support

The Learning Support Team (LST) facilitates processes and strategies to maximize learning outcomes for all students. Funding from several sources was utilised to:

- implement Mini-Lit and Multi-Lit programs
- to train additional tutors
- to employ additional teaching staff including School Learning Support Officers

Ross Hill participated in the Nationally Consistent Collection of Data for school students with a disability. The information assisted with the development of Individual Education Plans for students requiring additional support and it engaged students and parents in collaborative and consultative decision making.

Ongoing professional learning for staff increased the effective use of visual timetables in classrooms, and increased the capacity of staff to support students with autism.

In 2014 112 students accessed literacy/learning support, and 27.4% of the school population accessed social and/or emotional programs such as Cooperative Play Program. 16.5% of the school population were able to access some form of school counsellor intervention during the year.

Reading Recovery continued to support students in Year 1, with 19 students tutored. The monitoring of discontinued students during the year showed that students maintained reading gains in classrooms.

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:

- Surveys/parent feedback
- Assessment and evaluation data
- Policy and guideline reviews

Data collection included a Parent Satisfaction Survey, a Literacy survey, Staff Focus group, Student Focus group, NAPLAN analysis, Best Start/PLAN analysis, in-school assessment data, student negative and positive incidents data analysis, student attendance data, student suspension data, student enrolment trends, student learning support data and a range of staff and student surveys.

School planning 2012-2014:

School priority 1

Improved reading for all students K-6

Outcomes from 2012–2014

Increased levels of literacy achievement with a focus on reading for every student in line with or better than regional targets.

Evidence of achievement of outcomes in 2014:

- Improved student reading and writing results as evidenced by in-school assessment data indicating an average improvement of 3.7 marks for students in Years 3 to 6 in reading and an average improvement of 2 marks for all students in Years 1 to 6 in writing
- 99% of parents responded in surveys that the school maintains a focus on literacy and numeracy

Strategies to achieve these outcomes:

- Update training for staff on Reading to Learn Program to lift reading results for all students, and train any new staff
- One teacher appointed as Reading to Learn mentor coach to consolidate and support classroom practice
- Negotiated program of classroom lesson observation and peer mentoring for staff
School priority 2

Numeracy

Outcomes from 2012–2014

- Increased levels of numeracy achievement for every student in line with or better than Regional and State Plan targets

Evidence of progress towards outcomes in 2014:

- School-based assessments showed 2014 targets were achieved with an average growth of 3 marks for Years 3-6 students
- K-2 students demonstrated high levels of engagement and improved understanding in set activities during Mathematics focus days
- High level of voluntary participation in ‘World of Maths’ workshops by Year 4 students

Strategies to achieve these outcomes:

- Increased focus to improve students' attitude towards Mathematics through focus days and outdoor hands-on activities
- Staff professional learning to be undertaken in the new Mathematics syllabus

School priority 3

Improved Student Welfare and Attainment

Outcomes from 2012–2014

- School culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential
- Quality teaching practices used for every student with particular attention to personalised learning
- Improved social and emotional well-being and skills for life for every student
- Increased parental engagement in supporting each child's learning
- Improved student attendance

Evidence of progress towards outcomes in 2014:

- 72% of school population accessed support or special programs in 2014 through the Learning Support Team which identified and provided appropriate support for students
- Increased achievement by students of ‘You Can Do It!’ Awards with 302 students achieving Platinum level
- Student attendance improved with an average attendance of 92.5%

Strategies to achieve these outcomes:

- Continue the Phone Intervention program to support accurate records of students' attendance, and open communication between school and families
- Staff to undertake further professional learning in the Disability Discrimination Act (DDA) and differentiated learning
- Revise Ross Hill Public School Welfare policy
- Parent workshops to support parents with literacy and numeracy learning
School priority 4
Aboriginal Education

Outcomes from 2012–2014

- Improved literacy skills with a focus on reading
- Diminished gap in literacy and numeracy achievement between Aboriginal students and all students across the school
- Increased Aboriginal parent engagement in supporting their child’s learning

Evidence of progress towards outcomes in 2014:

- In Year 5 school based reading assessments Aboriginal students achieved an average growth of 6.4 marks compared to 4.5 marks for all students. This is a growth gap of 1.9 marks
- Survey data indicates that from 74 PLP’s that were written for students at Ross Hill Public School, 71.4% parents participated in the development of their child’s PLP

Strategies to achieve these outcomes:

- Continue to build staff professional learning in the ATSI Education Action Plan
- Expand the MiniLit and MulitLit programs for students who need additional support
- Continue to implement opportunities for parents to meet with their child’s teacher
- Utilise local elders group to come to the school to support parents, teachers and students
- Continue to employ Aboriginal Education Workers within the school

School priority 5

Improved Teacher Quality

Outcomes from 2012–2014

- Increased learning for students
- Strengthened teacher capacity to improve students’ learning outcomes
- Enhanced school leadership capacity for school improvement
- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning

Evidence of progress towards outcomes in 2014:

- Positive and enthusiastic sharing by teachers of achievements and professional learning throughout the year including improved teacher morale.
- Several staff undertook relieving executive positions, enhancing leadership capacity within the school. Staff also led school professional learning sessions
- Innovations were shared by staff in the use of iPad technologies, and use of mobile laptop labs
- 97% of parents indicated in the Annual Parent Satisfaction survey that teachers were competent and set high standards of achievement

Strategies to achieve these outcomes:

- Continue to source opportunities for professional development for staff in 21st Century learning
- Maintain AP Teacher Quality position to support enhanced capacity of teachers to improve students’ learning outcomes
- Additional leadership learning for interested staff including mentoring and professional development opportunities
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parent Satisfaction Survey 2014**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools grounds attractive</td>
<td>97%</td>
</tr>
<tr>
<td>School welcomes parents</td>
<td>97%</td>
</tr>
<tr>
<td>Parents encouraged to contact school</td>
<td>94%</td>
</tr>
<tr>
<td>School is friendly, tolerant and accepting</td>
<td>97%</td>
</tr>
<tr>
<td>'You Can Do It!' is valuable</td>
<td>95%</td>
</tr>
<tr>
<td>School provides a quality education</td>
<td>95%</td>
</tr>
<tr>
<td>Focus on Literacy and Numeracy</td>
<td>99%</td>
</tr>
<tr>
<td>Teachers set high standards</td>
<td>97%</td>
</tr>
<tr>
<td>Wide range of extra-curricular</td>
<td>97%</td>
</tr>
<tr>
<td>Good student access to computers</td>
<td>99%</td>
</tr>
<tr>
<td>Services provided are professional</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Future Directions 2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

As the result of a consultation process, three strategic directions were identified for Ross Hill Public School:

- Quality Learning for All
- Respecting and Valuing Diversity
- Quality Management and Organisation

**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.

Mrs Debbie Baker - Acting Principal
Mrs Nicky Croft - Relieving Deputy Principal
Mr Mick Migheli - Assistant Principal
Mrs Evelyn Hoey – Assistant Principal
Mrs Debbie Johns - Assistant Principal
Mrs Susan Barnett – Teacher

**School contact information**

Ross Hill Public School
Andrew Street, Inverell, NSW, 2360
Ph: 67222475
Fax: 67225806
Email: roshill-p.school@det.nsw.edu.au
School Code: 2997

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: