

# Ross Hill Public School

## Annual Report



2016



2997

## Introduction

The Annual Report for 2016 is provided to the community of **Ross Hill Public School** as an account of the school's operations and achievements throughout the year.

It provides an account of the progress the school has made to provide high quality educational opportunities for all students as set out in the school plan. It outlines the findings from self-assessments that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.

Debbie Baker

Principal

## School contact details

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## Message from the Principal

The 2016 annual school report for Ross Hill Public School highlights the learning journey for our students and our school. Ross Hill is proud to set high standards for its students and provides a wide variety of learning opportunities and programs that engage, challenge and support our students underpinned social emotional education through 'You Can Do It!'

In 2016 the additional funding that we received through the Resource Allocation Model (RAM) enabled us to deliver programs for students in Literacy and Numeracy, to purchase enhanced technology for students, and to employ additional staff in a variety of areas.

Our staff have engaged in high quality professional learning throughout the year including participation in a workshop led by international expert Lane Clark who instructed staff in developing deep knowledge and learning for students. Staff have also continued extensive training in the development and implementation of Personalised Learning and Support plans to engage students in relevant and meaningful learning opportunities.

Our students have again achieved great success in many fields and students indicated high levels of student satisfaction at school and strong social networks. An increase in sporting opportunities and successes were highlights this year.

I thank the highly dedicated staff who make Ross Hill such an inspiring school to work in. Your efforts are so appreciated. I would like to congratulate and thank the P&C and all of the parents and community members who have provided wonderful support to our school throughout the year especially for our ObstaCool Fun Day which was funded by the P&C for all students. Together we achieve so much more for our students.

Debbie Baker

Principal

## School background

### School vision statement

Ross Hill Public School provides learning experiences that develop literate, numerate and independent global learners. The dedicated and motivated staff cater for the needs of individuals socially, emotionally and academically through the provision of quality programs. We have an inviting and attractive physical environment where everyone is made aware of the need for sustainability throughout our world, and where 21st century technologies are integrated. We are proud of our positive community partnerships where everyone is well-informed and a vital part of our learning environment.

### School context

Ross Hill Public School is located in Inverell, a town and surrounds with a population of approximately 15,000 people. The school is one of the largest K–6 schools in the New England Region. The school population is approximately 680 students. 23% of the school population consists of Aboriginal students and 2% consists of students from language backgrounds other than English. The school is a proactive member of the Sapphire Community of Schools group. 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 is a recognised leader in the pursuit of excellence, innovation and community partnerships. In 2015 there are a total of 30 classes across the school. Twenty seven are year-based mainstream classes and three classes are for students with additional needs. Of the special needs classes two classes are for students with moderate and severe intellectual disabilities and one class is a Multi-Categorical class for students with Autism Spectrum Disorder and other moderate to high support needs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Learning domain, an acknowledged strength was that our policies, programs and processes identify, address and monitor student learning needs. This shows that staff have a deep awareness of their students' learning and that teachers are supported in meeting student needs through collaborative approach supported by a well-structured Learning Support Team. This support is enhanced by a school culture of diversity where difference is valued and respected. An important aspect of the Learning domain has been our continued focus on improved student attendance. A comprehensive process of monitoring and reporting attendance to staff has been developed and enhanced through record keeping in SENTRAL and a regular meeting schedule with improved processes and accountability for follow-up actions.

In the Teaching domain, staff have been focusing on implementing effective evidence-based teaching practice and this is especially demonstrated by staff in Years K–2, working with an Instructional Leader. Teachers in all grades work collaboratively, undertake lesson observations and classroom learning walks as well as give and receive feedback to improve teaching practice. Mentors and coaches work with staff throughout the year within a framework of teacher performance and development. Teachers competently use a variety of data sources, most significantly writing samples, to support their analysis in their planning for learning. There have been opportunities for the leadership team to consult and share with the school community in reflecting on and understanding student data at P&C meetings, parent workshops and parent/teacher meetings. Staff are also well-supported by a mentor/coach strategy.

In the Leading domain, a commitment to the development of distributed leadership was evident with several staff relieving in senior leadership positions and a leadership succession plan underway. Our school planning included strategies for improved resource management, increased professional learning, staff performance monitoring and student reporting. School priorities were also developed to improve quality management and organisational practices and processes. Most significantly was the focus on improved communication within the school and to our school community. Our school environment create a positive impact upon student and staff wellbeing due to improved infrastructure with many positive comments received during the year. Technology is more accessible to staff and students and learning spaces are able to be used more flexibly which provides optimal learning conditions for student success and engagement. Underpinning this focus domain has been the efforts of a strong and united leadership team

who communicate school priorities and practices, and assist in the management of resources both human and physical to ensure teaching and learning practices are quality.

Ross Hill continues to be an active member of the Sapphire Community of Schools and we have built strong connections with our neighbouring schools. This has led to increased staff professional learning and collegial support, opportunities for students to engage with staff at other schools and growing leadership opportunities for students within the network. We are working to build improved levels of engagement with the wider community to strengthen educational opportunities for students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

### Quality Learning for All

#### Purpose

To build a learning community that has high expectations for successful student achievement in literacy and numeracy. Students will be nurtured to become resourceful, respectful and resilient life-long learners, equipped with the skills required for the 21st century. The school will continue to be an active member of the Sapphire Community of Schools.

#### Overall summary of progress

2016 was the second year as an Early Action for Success school with an Instructional Leader leading the focus on improving student writing. K–2 teachers used student data to inform their teaching and increased consistency in teacher judgement was evident as a result. While our school plan identified the need to facilitate a whole school approach to literacy and numeracy and the need for staff to use a variety of data forms to drive improvement in teaching and learning, the Instructional Leader's mentoring and support and on-going professional learning for staff made significant impacts in both these areas. There were visible changes both in collaborative practice and in improved classroom practice in the teaching of writing. Staff were actively engaged in analysing data and the continuums were used to track students' progress to ensure that students were working at the 'cutting edge' of their learning.

Another focus for 2016 was working towards 21st century learning. This included the purchase of additional classroom furniture and replacement technologies so that students had access and opportunities to engage in learning. While NAPLAN results for Year 5 showed no improvement to previous years, Year 3 data showed a significant positive increase in all areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Early Stage One and Stage One literacy and numeracy data from L3, TEN and PLAN demonstrating students' growth  Improved Year 3 and Year 5 NAPLAN data compared to 2012–14  Whole school assessment data in reading, writing and Mathematics showing equal levels of achievement for all equity groups  The use of surveys such as Tell Them From Me, and School Life survey to measure student engagement  Improved attendance data for all students compared to 2014 data.	<ul style="list-style-type: none"><li>• K–2 teachers used PLAN Writing assessment markers to inform explicit teaching practices and to target individual learning needs.</li><li>• Term 4 data shows that 53% Kinder students, 36% Year 1 students, and 34% Year 2 students reached benchmarks. This data was reflected across the state</li><li>• Reading data showed improved achievement levels with 63% Kinder, 63% Year 1 and 80% Year 2 students reaching benchmarks in reading with our school target being met by Year 2 students</li></ul>	\$37,993.00

#### Next Steps

- Revise K–2 target to align with state targets for Early Action for Success
- Revise NAPLAN targets for Years 3 & 5 students
- Continue to implement coaching support and professional learning under the Instructional Leader for K–2 staff
- Develop deep knowledge and understanding of PLAN data for primary staff

## Strategic Direction 2

### Respecting and Valuing Diversity

#### Purpose

To promote and develop the understanding that diversity is about respecting and valuing difference, so that all students have access to a quality education. We will develop engaged, confident, creative and successful learners through inclusive quality teaching and learning programs, and social and emotional education. Staff will be knowledgeable and competent practitioners, delivering differentiated programs that best meet identified student needs.

#### Overall summary of progress

2016 focused on developing staff competencies in differentiating programs to meet student need. Staff deepened their knowledge of the writing of Personalised Learning and Support Plans using SMART goals. This led to differentiating teaching programs and in developing tiered interventions for at-risk students. There was an increased level of knowledge and implementation by staff of Personalised Learning Plans and improved consultation with families and carers.

You Can Do It! was revitalised with the renewal of the garden at the heart of the school and additional whole staff professional learning. A new committee was formed and changes made to the Key Book system across the school with K–2 students retaining their Key books and Years 3–6 students moving to a more visible monitoring system. The language of You Can Do It! and social emotional learning was evident in classrooms and in the playground.

One major initiative was the development of an Indigenous garden. All students were involved in the planting of the garden and the opening ceremony for the garden was a celebration of culture and community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of differentiated learning in teaching and learning programs  All staff completing professional learning about policy and legislation  Increased numbers of parents/carers participating in school life and consulting with teachers compared to 2015 data  Continued collection of student achievement data from learning support programs  Aboriginal students achieving equal to or above school average assessments results.	<ul style="list-style-type: none"><li>• Staff developed Personalised Learning and Support Plans (PLSP's), with the Learning Support Teachers assisting.</li><li>• Improved staff understanding of policy and legislation for the development of PLSP's</li><li>• Differentiation strategies evident in K–2 teaching programs</li><li>• Formation of a Behaviour Support Team</li><li>• You Can Do It! program review of the teaching sequence</li><li>• Learning Support Team data showed that 494 students were either referred, monitored, or supported by additional programs</li><li>• 163 students accessed programs to support social /emotional learning</li></ul>	\$2,859.33

#### Next Steps

- Build on developing practical strategies and supports so that programs are differentiated
- Build on the tracking and reporting of students accessing support programs
- Enhance education for the diversity of cultural groups within the school
- Focus on the development of partnerships with the wider community to support diversity

## Strategic Direction 3

### Quality Management and Organisation

#### Purpose

To develop, document and implement effective systems and procedures to enable the delivery of quality teaching and learning by collecting and analysing data across all school settings. To ensure that school practices and culture are understood and communicated so that the school is a harmonious and productive learning environment where 'quality service' is evident. To develop, maintain and effectively utilise the human, financial and physical resources available to the school including developing a safe, positive and sustainable environment for all. To be an active member of the Sapphire Community of Schools, promoting public education to the wider community.

#### Overall summary of progress

In 2016 there was a focus on developing effective communication systems responding to regular feedback from the P&C and families. Two new documents were developed in response. 'What's On' is a flyer that is distributed to all families twice per term detailing a brief outline of planned events. 'Keeping In Touch' was a document prepared for new families to the school, and to the new Kindergarten families, that outlines the ways in which the school communicates. Improvements to the school newsletter and to the protocols for using the FACEBOOK page also occurred. Policy reviews were undertaken on Enrolment, Staff Information and You Can Do It! practices.

The improvement of the learning environments at Ross Hill was another successful project in 2016 with LED touch screens replacing the older SMARTBoards in classrooms, new signs for the classrooms installed, a review of resource management undertake and additional grounds work completed. Staff and families responded enthusiastically to the positive changes in the school environment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School community aware of and engaging in communication and management systems that place quality learning at the heart of the school.  School policies and systems reviewed and improved and communicated to our school community.  A 25% increase in parents/carers participation in the life of the school in relation to parent/teacher interviews and parent groups.  100% parents/cares responding that the school has a safe, positive and sustainable environment that enhances student learning.	<ul style="list-style-type: none"><li>• Improved communication across and within the school led to improved relationships with our families and community.</li><li>• There were 4 well patronised parent workshops for Kindergarten students, and 338 parent teacher interviews conducted in Term 1. School events were well-attended by family members</li><li>• P&amp;C meetings saw an increase of parents attending from 8 to 17.</li><li>• Classrooms were updated with new SMART technologies</li><li>• There were improvements to the administration working area, installation of new classroom signage and enhanced grounds and gardens</li><li>• Visitors to the school have been very complimentary about the beautiful environment of the school and its harmonious feeling.</li></ul>	\$98,795.62  \$59,559.42

#### Next Steps

- Further develop improved communication within the school and to the wider community
- Continue to build upon the improvements to the school environment so that students and staff have positive, attractive and cared-for learning environments
- Continue to document, review and evaluate organisational and management practices

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• One successful initiative was the employment of an additional Aboriginal Education Officer to provide targeted support to students in Kindergarten to Year 2. This Officer instigated improved relationships with parents, students and staff, worked actively in classrooms supporting students' learning and further developed and supervised the Crunch and Sip program to meet student need</li> <li>• Identified students in Years 3–6 benefited from individual support and monitoring in literacy working with tutor both in class and in small groups on a daily basis to improve literacy confidence, engagement and school attendance</li> <li>• A successful MultiLit program ran for primary students with 3 tutors providing support</li> <li>• Cultural and environmental resources were purchased for NAIDOC week celebrations with a highlight being the creation of an Indigenous garden area in the playground</li> </ul>	\$77,611.00
<b>English language proficiency</b>	This funding enable target tutor support for identified students. Changes to available staff had a significant impact upon the program early in the year.	\$9,010.00
<b>Low level adjustment for disability</b>	Ross Hill Public School has a wide range of programs and a variety of supports in place to cater for the learning needs of all students. 494 students were referred, supported or monitored through the Learning Support Team with 2016 funding utilised to employ five School Learning Support Officers who worked with students both within class and on additional support programs. This additional funding was significant in creating individual learning support for students.	\$86,794.00
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funding was utilised in employing additional staff to support high quality teaching and learning practices in classrooms. This enabled staff to have instructional coaching sessions and individualised support from their supervisors.	0.524 staffing allocation
<b>Socio-economic background</b>	<p>Several highly successful programs operated in 2016 as a result of the needs-based funding.</p> <ul style="list-style-type: none"> <li>• Boost Language Program supported students with additional speech and language needs. 60 students accessed this program working with a tutor every week. Of those students accessing the program 33.3% were girls and 66.7% were boys</li> <li>• Mini-Minstrels music program for students in Kindergarten (in collaboration with New England Conservatorium of Music) provided an outstanding program for students and for staff professional learning. Participation in this program lead to a senior choir being part of NEW England SINGS! for the first time with students being part of a mass choir performing at Armidale</li> <li>• Gifted &amp; Talented Year 4 Mathematics</li> </ul>	\$285,492.00



<b>Socio-economic background</b>	<p>program was utilised to extend students' mathematical knowledge. skills and thinking under the guidance of Mr Kel Butler. Students displayed high levels of engagement and achieved outstanding results on grade-based assessments</p> <ul style="list-style-type: none"> <li>• the SHINE program for senior girls was offered to support students' emotional wellbeing and to improve engagement and confidence at school. Students reported improved self-worth and connections with peers and staff</li> <li>• Executive release program which allowed executive staff additional time to visit classrooms and provide leadership and feedback in line with the Performance and Development Framework</li> <li>• A successful Phone Attendance program continued to operate to support families and students in making school attendance a priority.</li> </ul>	<p>\$285,492.00</p>
<b>Support for beginning teachers</b>	<p>Beginning Teacher support was provided to staff. The funding was utilised to provide additional release time as well as mentor time. Attendance at additional professional learning opportunities was also a feature.</p>	<p>\$13,377.89</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	340	351	349	354
Girls	346	337	333	329

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	93.9	92	91.7
1	92.5	92.8	92.6	89.9
2	92.8	94.7	93.4	92.2
3	91.4	93.5	93.2	92.4
4	92.5	93.5	92.1	92.2
5	92.9	94.1	92.4	92.3
6	92.3	94.4	93	89.9
All Years	92.6	93.9	92.7	91.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student non-attendance is managed through the Learning Support Team under the Attendance Policy with the Support of the Home School Liaison Officer. Fortnightly attendance meetings monitor student attendance. The school's attendance officer implements a Phone Intervention Program and advises parents via phone daily when their children are absent from school without explanation. Teachers ensure that accurate records of students' attendance are maintained with class rolls being marked daily. Students who are late arrivals to school are signed in through the school office.

All cases of unsatisfactory attendance and part or full day absences are investigated and appropriate

intervention strategies implemented. In 2016 students were acknowledged for school attendance with an inaugural attendance medal presented at end of year ceremonies for 100% school attendance to 12 students from K-6.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	26.57
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.2
School Counsellor	0
School Administration & Support Staff	8.26
Other Positions	1

\*Full Time Equivalent

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
- Two Aboriginal Education Officers
- One Norta Norta Tutor

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	19

## Professional learning and teacher accreditation

In 2016 there was a change to the way school funding was utilised to bring learning to the school rather than have staff attend other venues. This enabled more staff to have access to quality learning. There was one major focus area for each term. In Term 1 staff worked under the instruction of international educator Lane Clark who delivered a workshop on developing Deep Learning, Deep Knowledge in practice. This involved an evening workshop and then some staff had the opportunity to participate in a full day workshop. In Term 2, staff participated in a workshop about Improving Communication and improving engagement with parents and families. In Term 3 staff completed mandatory training in Anaphylaxis and CPR. In Term 4, professional learning was offered to expand knowledge and skills in the teaching of creative arts with workshops in several specialist areas including drawing, painting, dyeing and card making.

Professional learning was also undertaken on School Development Days, through fortnightly professional learning sessions, through class lesson observation, through on-line courses and participation in presentations/courses/workshops. Many staff had the opportunity to participate in on-line learning and to participate in learning matched to their professional goals. All staff participated in Personalised Learning and Support Plans training and Teacher Performance and Development Framework training.

Under the Instructional Leader Kindergarten–Year 2 staff also participated in regular training including:

- Language, Learning & Literacy training (L3) – 4 Kindergarten staff and 6 stage 1 staff
- TEN training for Mathematics – K–2 staff

### Accreditation

4 staff either achieved accreditation at Accomplished Teacher or underwent maintenance accreditation at this level. Staff were able to participate in workshops/network meetings conducted by executive staff throughout the year. The Sapphire Community of Schools accreditation meetings provided feedback to teachers undergoing accreditation.

Income	\$
<b>Balance brought forward</b>	<b>614 525.00</b>
Global funds	653 758.51
Tied funds	1 053 479.21
School & community sources	137 830.59
Interest	18 199.24
Trust receipts	2 769.45
Canteen	0.00
<b>Total income</b>	<b>2 480 562.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	77 244.81
Excursions	66 894.35
Extracurricular dissections	55 893.90
Library	19 275.34
Training & development	2 940.65
Tied funds	855 765.23
Short term relief	154 091.41
Administration & office	155 398.88
School-operated canteen	0.00
Utilities	59 475.06
Maintenance	92 246.37
Trust accounts	1 358.01
Capital programs	158 355.04
<b>Total expenditure</b>	<b>1 698 939.05</b>
<b>Balance carried forward</b>	<b>781 622.95</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

## School performance

### 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.

Ross Hill students demonstrated some excellent results in NAPLAN assessments. There were 24% students in Year 3 who performed in the top two bands for Reading and Numeracy and 14% student in Year 5 who performed in the top two bands for Reading and Numeracy. Additionally, there were 4% Year 3 Aboriginal students and 3% Year 5 Aboriginal students who achieved the top two bands in these areas.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below.

- Parents responded that improved communication had been a feature of the progress achieved during 2016
- Parents responded overwhelmingly that the school newsletter and Skoolbag app were their preferred ways of accessing school information with the school Facebook page and website receiving increased traffic
- Parents indicated that their main priorities for their children continued to be that they receive a high level education, that they were safe and had good friendships
- There was also strong community response to the further development of the school grounds with the new Indigenous garden and the improved care of garden areas
- Students responded positively to having a good relationship with their teacher and identified bullying as a social issue at school

## Policy requirements

### Aboriginal education

Ross Hill Public School received Aboriginal Background funding and this was used effectively to:

- Employ two Aboriginal Education Officers who provided in-class individual support to students, organisation of wellbeing programs, mentoring of Stage 3 boys, coaching of sporting teams, cultural advice for teachers and liaison for families
- Create a dedicated week of learning experiences and celebration for NAIDOC including a performance of local high school students who shared their culture in dance and speech items
- Continue tutoring for students in MultiLit and MiniLit literacy skills programs
- Implement a SHINE program for at-risk senior girls to enhance student wellbeing, attendance and engagement
- Manage a successful art program with students exhibiting at NAIDOC Week
- Organise mentoring visits from high school students within the Clontarf program to support Stage 3 students as they transitioned to high school

### Multicultural and anti-racism education

Ross Hill Public School acknowledges the diversity of its student population with culturally inclusive programs and opportunities for students.

A range of activities and strategies have been incorporated to support students and their families such as translated copies of school news and information notes and student reports. Teachers create strong positive relationships with families and celebrate cultural diversity within their teaching and learning programs in their classrooms.

Harmony Day was acknowledged and class activities organised to promote and educate students about racism and diversity with teachers working on units in their classrooms.

Ross Hill Public School has several trained Anti-Racism officers who support students with concerns and staff with educational planning.