

Rooty Hill Public School Annual Report



2016



4056

Introduction

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

It provides a detailed 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-assessment 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.

Jackie Malecki – Principal

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Message from the Principal

Rooty Hill Public School continues to be a school of which the local community is very proud and where achievements are publicly recognised.

This year's brief report enables me to express thanks to a number of individuals and groups who have helped to make Rooty Hill PS a school that is highly valued.

To the teachers and all staff here at Rooty Hill, my sincere thanks for your professionalism and total commitment to your work. I have been very proud to be able to lead such a wonderful team of outstanding and highly skilled educators, all specialists in the field of early childhood and primary education.

I would like to thank the school's Executive team for their leadership and hard work this year – thank you to Miss Law, Mrs Tume, Mrs Shankaran, Mrs Bridge, Mr Fitzgerald, Miss Regan, Miss Kimber and Ms Roberts. Special thanks also to Mrs Wassell, for her leadership of the school's administrative staff.

Thank you to all parents and family members who have supported us in any way this year and to everyone who has taken time to attend our many school functions. I would particularly like to thank our P&C President, Mrs Donabel Cayabyab, for the work she has done with her team to support us this year, and Mr Ray Johns for his leadership as President of our School Council.

Thank you to everyone who supported our major fundraising activities this year. With the funds raised the P & C have purchased three water bottle refill stations that have been placed in different locations throughout the school for our boys and girls to enjoy.

2016 enabled us to welcome a number of new permanent and temporary staff. Unfortunately this year we also said farewell to a number of both our temporary and long-standing highly contributory staff members. Casual teachers Mrs Hooker, Miss Micallef, Miss Stoja and Miss Clifton are moving on and we wish them well in their new ventures. Mrs Carney is taking leave for a year to be able to work closer to home and Miss Wilson, our exchange teacher, is returning to her Canadian winter with lots of interesting stories to tell of her time at Rooty Hill.

I thank them for their outstanding work for the students at our school – we wish them all well in their new ventures.

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.

Jackie Malecki

Principal

Message from the students

The 2016 Student Leadership Team worked extremely hard this year with the whole school community. We are grateful for all the opportunities we have been given during our year as leaders and representatives of Rooty Hill Public School.

We have thoroughly enjoyed the many events that we have led or participated in such as:

- Kindergarten Orientation
- ANZAC Day Dawn Service
- GRIP Leadership Conference
- Presentation Day
- ANZAC Assembly
- Welcome Evening
- K–6 Assemblies
- Education Week

There were many other leadership roles taken on by Year 6 students. Some of the roles taken on by Stage 3 included: Peer Mediators, Library Monitors, Canteen Assistants, SRC, House Captains/ House Vice–Captains and Peer Support Leaders/Co–Leaders. We worked really hard to accomplish all of our duties.

The S.R.C held many fundraisers this year to support our school. These included the Olymp–a–thon, disco, ice–cream spider sales and many more.

We have had heaps of fun this year with all of the responsibilities of our leadership positions. We would like to say thank you to all the teachers for their support and a very special thank you to our Principal, Mrs Malecki, our Deputy Principal, Ms Law and our Grade Supervisor, Miss Regan. They have given us so much support throughout the whole year.

Nicholas Pakas & Jamee Balzan

Year Six Prefects

School background

School vision statement

Rooty Hill Public School produces lifelong learners in a safe, supportive, caring, respectful and professional environment. Through excellence and equity in teaching and learning, our students will become successful learners, creative and confident individuals, active and informed contributors to society.

School context

Rooty Hill Public School is an integral part of the local community, where we provide 'Quality Education in a Vibrant, Caring School'. As part of the 'Learning Neighbourhood' we work with our local schools: Eastern Creek PS; Minchinbury PS; and Rooty Hill HS to provide a seamless education from Kindergarten to Year 12. Parents, staff and students work together in partnership and we welcome parent and community involvement in our school in a variety of ways including through our School Council and our Parents and Citizens Association. We set high standards and expectations for all our students.

Students are the school's main focus. The school provides an inclusive, multicultural learning and working environment. Our community diversity is reflected in the fifty-three cultural backgrounds of our 653 students. For the 60% with a Language Background Other Than English (LBOTE) and for the 7% identifying as Aboriginal, we provide the support of specialist staff who work collaboratively with class teachers to ensure optimum results for each student. Our support class for children with special needs serves students from across the local area.

Students are able to participate in debating, public speaking, performance groups or representative sport. All students have access to advanced technology. The school actively seeks to foster and develop student leadership and participation.

We have a highly experienced Principal and executive team who lead and support our team of 43 specialist early childhood and primary education teachers.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

The school's self-assessment showed that, in each of the domains of Learning, Teaching and Leading, we are at the level of Sustaining and Growing.

In the domain of Learning our school focussed primarily on providing professional development to increase the capacity of teachers to provide quality learning experiences in literacy and numeracy. The Learning, Language and Literacy program (L3) was extended into Year 2 and is now implemented in all K–2 classrooms. K–2 staff were trained in Targeting Early Numeracy strategies to support students with acquiring numeracy skills in the early years. Professional learning was provided to 3–6 staff to revise TOWN strategies. Student progress was plotted and tracked on the Literacy and Numeracy Continuums to monitor progress towards our target of 12 months growth for 12 months of learning. Rooty Hill continued with well-developed processes and programs to identify and address student learning needs, such as the Quality Teaching mentor program and the whole school Learning and Support Team.

Tell Them From Me data demonstrates that students feel that teachers are responsive to their needs and establish positive teacher–student relations. The majority of our students are motivated and interested in their learning.

This year a number of Transition programs supported students during key times of schooling such as starting Kindergarten and preparation for Year 7. Little Learners and Kindergarten Orientation supported students, parents and staff to understand and address the needs of students beginning Kindergarten in 2017. Rooty Hill High School's orientation and early intervention program also supported students, parents and staff to understand and address the needs of students transitioning from Year 6 to Year 7.

In the domain of Teaching our focus was effective classroom practice and improved teaching methods through the delivery of differentiated curriculum. As part of our Differentiated Learning project, team leaders modelled effective practice and classroom teachers regularly reviewed and revised teaching and learning programs. Teachers analysed NAPLAN, L3 and PLAN data to understand and plan for the individual learning needs of students. Teachers engaged in professional development to improve their own performance and achieve personal goals in their Professional Development Plans. Tell Them From Me data shows that the majority of students find classroom instruction is well-organised, with a clear purpose, with immediate appropriate feedback that helps them learn. Important concepts are taught well and class time is used efficiently. All staff contributed to broader school programs through attendance at extra-curricular events such as Meet The Teacher evening, Welcome Evening, Parent/Teacher interviews and SRC discos.

In the domain of Leading, Rooty Hill Public School has well-developed relationships with external agencies as well as the Learning Neighbourhood network of schools. In 2016 the school focussed on building the leadership capacity of all teachers. Staff undertook purposeful leadership roles such as the organisation of school ceremonies and assemblies, sporting carnivals and organising Creative and Performing Arts (CAPA). Teachers aspiring to senior leadership roles took on team leader and relieving executive positions. The school used its partnerships with the Sydney University Compass Program and Rooty Hill High School to access resources and programs to improve educational opportunities for students. The school leadership team clearly communicated to staff the school priorities of literacy and numeracy as well as practices to support wellbeing such as Positive Behaviour for Learning (PBL).

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

Successful, engaged learning

Purpose

To develop successful, engaged learners within a culture of educational aspiration and ongoing performance improvement, supported by a strategic and planned approach to student wellbeing.

Overall summary of progress

Strong Literacy and Numeracy Foundations

In 2016 Learning, Language and Literacy (L3) was implemented in all K–2 classrooms with resources purchased to support the expansion into Year 2 classrooms. K–2 staff participated in L3 training, on-going professional learning (OPL) or L3 Master class. Years 3–6 staff continued to implement Focus on Reading (FoR) strategies as well as participating in consistency of teacher judgement workshops to support plotting on the Literacy Continuum. Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) professional development was also delivered to staff.

Student Wellbeing

This year the Positive Behaviour for Learning (PBL) philosophy was revisited through whole staff professional learning meetings and the school-wide behaviour expectation matrix was updated. Explicit PBL lessons were implemented in all classrooms each fortnight to ensure that both staff and students had a clear understanding of expected behaviours across the school and the Wellbeing Framework was introduced to staff. Completion of the Tell Them From Me survey provided feedback on student engagement, wellbeing and effective teaching practices at the school, from the perspective of students. Data shows that the school has clear rules and expectations and that the majority of students understand and follow these expectations. The majority of students believe they have positive behaviour at school. Internal school data shows an increase in the percentage of students participating in our end of term playground reward compared to the same time periods last year.

Personalised Learning

In 2016 a number of personalised learning programs were implemented to support the learning needs of students. English as an Additional Language (EAL/D) support was provided for all students learning English as their second language using an in-class and individual support model. Learning and Support (LaST) programs were implemented to assist students with a wide spectrum of learning difficulties through a combination of in-class support and withdrawal from class support. Our Language Support program assisted students with a receptive/expressive language disorder to become familiar and confident with subject specific vocabulary. The Stage 3 Quicksmart Literacy/Numeracy program increased student recall of basic sight words and number operations. Students transferred this knowledge into the classroom as demonstrated by improved reading/comprehension benchmark levels of Quicksmart students. Personalised Learning Pathways were collaboratively created by teachers, students and parents for our indigenous students. All support programs were monitored by the school Learning Support Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve a minimum 12 months growth per year on the Literacy and Numeracy Continuums	<p>–Literacy continuum plotting shows that in 2016, 66% of students achieved 12 months growth for 12 months learning in Reading Texts and Comprehension on the Literacy Continuum. This is an increase from 61% in 2015.</p> <p>–Numeracy continuum plotting indicates that 67% of students achieved 12 months growth for 12 months learning in Early Arithmetical Strategies, Place Value and Multiplication and Division. This is an increase from 63% in 2015.</p>	<p>RAM Aboriginal background funding</p> <p>RAM Low Socio-economic background funding</p> <p>RAM English Language Proficiency funding</p> <p>RAM Low level for disability funding</p> <p>Total</p> <p>\$80 100</p>
All students achieve positive growth in NAPLAN (Years 3–5, Years 5–7)	–98% of students achieved positive growth in NAPLAN reading from Year 3 to Year 5. This is an increase from 88% in 2015.	<p>RAM Low Socio-economic background funding</p> <p>Tied Professional Learning</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieve positive growth in NAPLAN (Years 3–5, Years 5–7)	<p>–93%of students achieved positive growth in NAPLAN grammar and punctuation from Year 3 to Year 5. This is an increase from 85% in 2015.</p> <p>–92%of students achieved positive growth in NAPLAN spelling from Year 3 to Year 5.</p> <p>–98%of students achieved positive growth NAPLAN numeracy from Year 3 to Year 5.</p> <p>–93%of students achieved growth in NAPLAN reading from Year 5 to Year 7. This is an increase from 80% in 2015.</p> <p>–70%of students achieved growth in NAPLAN grammar and punctuation from Year 5 to Year 7.</p> <p>–90%of students achieved positive growth in NAPLAN spelling from Year 5 to Year 7.</p> <p>–95%of students achieved positive growth in NAPLAN numeracy from Year 5 to Year 7. This is an increase from 93% in 2015.</p>	<p>funds</p> <p>Support for Beginning Teachers</p> <p>Total</p> <p>\$78 900</p>

Next Steps

In 2017 Rooty Hill Public School will continue to strive towards improved outcomes for students through high quality literacy and numeracy programs. There will be a focus on comprehension and consistency of teacher judgement when plotting students on the literacy continuum. As a Phase 2 Early Action for Success school, two Instructional Leaders, in conjunction with the Executive team, will drive improvement in both literacy and numeracy K–3. School-funded programs will provide Years 4–6 with literacy and numeracy support.

Positive Behaviour for Learning (PBL) will be revisited with a refined school-wide behaviour expectations matrix and continued delivery of explicit Focus of the Fortnight lessons. New behaviour expectation posters will be displayed in all outside areas of the school along with new Focus of the Fortnight posters for all inside teaching spaces. The PBL Committee will develop a Classroom Systems handbook and staff will engage with the Wellbeing Framework through the Wellbeing Self-Assessment Tool.

Our current personalised learning support programs, Language Support, Quicksmart Literacy/Numeracy and Intensive Reading, will continue facilitated by a team of highly skilled SLSOs. Classroom teachers and parents/carers of Aboriginal and Torres Strait Islander students will collaboratively plan Personalised Learning Pathways.



Strategic Direction 2

Inspirational teaching

Purpose

To ensure all staff share responsibility for student improvement and the learning culture of the school.

To develop staff skilled in meeting the individual learning needs of all students supported by appropriate professional learning,

Overall summary of progress

Differentiated Teaching

Classroom teachers delivered differentiated curriculum to students during our whole school literacy and numeracy blocks but have not yet extended this practice into other KLAs. Evidence shows that a focus on the documentation of differentiation practice is required as well as Professional Learning to assist beginning teachers with delivering differentiated curriculum. Grade Supervisors worked with their teams on a weekly basis to monitor achievement of target groups, providing constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. Grade supervisors also facilitated peer observations and gave demonstration lessons to increase staff capacity with delivering differentiated curriculum.

Technology

This year the Technology Committee continued to implement our technology acquisition plan through the purchase of tablets and the accessories required for their use in classrooms. Data collected shows that student engagement is increased when using the iPads and instant recall of basic number facts has increased for Stage 3 students in particular. Members of the Technology Committee attended professional learning at the Apple Store to increase their knowledge of the effective use of iPads in the classroom.

Performance Development Framework

During 2016 all teaching staff engaged with individual Performance and Development Plans. Teachers participated in initial conversations with their supervisor regarding a whole school goal, a team goal and three personal goals. Staff then engaged in professional development to facilitate their professional growth and improve their capacity to provide quality teaching and learning. These plans were aligned with the Australian Professional Standards for Teachers. Executive staff worked to establish a culture of personal responsibility for goal achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff meet the individual learning needs of all students through evidence-based, differentiated curriculum delivery	<ul style="list-style-type: none">–Teachers have received mentoring support tailored to their individual needs, improving their ability to deliver differentiated curriculum.–Staff trained in the use of iPads to support student acquisition of literacy and numeracy skills.–Improved student engagement during literacy and/or numeracy groups through the use of literacy and/or numeracy apps–Improved recall of number operations through the use of tablets and number apps in numeracy groups–All Aboriginal and Torres Strait Islander students have a PLP collaboratively written by the student, classroom teacher and parent/carer.–Students receiving adjustments to learning have	<p>QTSS staffing allocation</p> <p>Tied professional learning</p> <p>RAM Low socio-economic funding</p> <p>Total</p> <p>\$115 750</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff meet the individual learning needs of all students through evidence-based, differentiated curriculum delivery	documented evidence of modifications, strategies and support provided.	QTSS staffing allocation Tied professional learning RAM Low socio-economic funding Total \$115 750
All teaching staff have individual Performance Development Plans aligned to the Australian Professional Standards for Teachers which are designed collaboratively and supported by Executive	–Teachers were supported by Executive staff to write initial Performance Development Plans (PDPs) including three individual personal goals together with a whole school goal and team goal. –Performance and Development Plans for all staff aligned to Australian Professional Standards for Teachers. –Teachers engaged in professional learning opportunities that reflect the school priorities of literacy and numeracy–L3, TEN, TOWN. –Staff engaged with professional learning that supported PDP goal achievement and increased their capacity to provide quality, differentiated teaching and learning experiences.	Tied Literacy/numeracy programs General Operations Total \$70 300

Next Steps

The Quality Teaching mentoring program will continue to address the professional development needs of staff and in turn the learning needs of students. In 2017 Quality Teaching, Successful Students funding (QTSS) will provide time for team leaders to improve the quality of teaching in classrooms through;

- Joint analysis of student work samples and data
- Constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management
- Comprehensive support for teachers with accreditation processes

In 2017 staff will again collaboratively develop Performance Development Plans with executive staff, with the intention of improving their practice and their capacity to address student needs. There will be a focus on setting SMART (specific, measurable, achievable, realistic, timely) Performance Development Goals along with a continued culture of personal responsibility for goal achievement. School Administration Support Staff (SASS) will also develop Professional Development Plans in 2017.

Technology will focus on using iPad functions to differentiate teaching and learning in the classroom. The Technology acquisition plan will continue with further purchasing of iPads, storage cabinets and associated equipment. This will enable more students to access this technology in classrooms.

Strategic Direction 3

Shared, purposeful leadership

Purpose

To cultivate a school-wide culture of high expectations, community engagement and a shared responsibility for student learning and success. To ensure resource allocation supports improved student outcomes and the professional effectiveness of all school members.

Overall summary of progress

Parent and Community

In 2016 the P & C was revamped with members taking on new responsibilities within the association, following the appropriate processes to elect members to roles. The P & C ran the school canteen, school banking and fundraising events effectively throughout the year as well as ensuring the uniform shop was well stocked and operating consistently. A small number of new volunteers gave their time to work with our students in classrooms. Class teachers reported improved engagement when volunteers were working with students.

Aspiring Leader Program

Aspiring leaders were provided with the opportunity to expand their skills and knowledge through a variety of leadership roles including, but not limited to, Relieving Executive positions, Grade Supervision, Committee Chairperson and new syllabus implementation. Staff aspiring to senior leadership roles included leadership goals in their Performance Development Plans and successfully completed professional learning to increase their leadership capacity. One executive teacher completed the Art Of Leadership supported by the Primary Principals' Association and the NSW Department Of Education, with two aspiring leaders enrolling for 2017. The majority of 2016 aspiring leaders have indicated an interest to continue with their leadership ambitions along with a number of staff indicating their interest in a leadership role for the first time in their career.

Transition Programs

In 2016 a total of 30 children attended the Little Learners program which ran for 8 consecutive weeks over Term 3 and Term 4. Little Learners is a transition-to-school initiative at Rooty Hill Public School with a focus on school readiness. It is a Pre-school to Kindergarten transition program which specifically targets children who have very little or no formal early childhood education. A Kindergarten teacher and SLSO worked with the children to gain the knowledge required to successfully cater for the needs of these children as they transition to Kindergarten in 2017.

Rooty Hill Public School participated in the Sydney University COMPASS program which aims to increase the awareness in primary school children of the educational opportunities available beyond Year 12. Year 6 students and parents had the opportunity to visit Sydney University where they participated in workshops and toured the university grounds.

Rooty Hill Public School worked with Rooty Hill High School to operate a number of different Early Intervention programs for students requiring support with transitioning to high school. Identified Year 6 students attended the high school for five consecutive Tuesdays in Term 4 during which they were provided with a thorough orientation program. Other students participated in one-day orientations as part of a small group.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in parent attendance and opportunities to engage with the school	–Data collected at key school events to indicate areas of parent/carer interest and attendance. –The need for a Community Liaison Officer to	Community grant General operations

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in parent attendance and opportunities to engage with the school	support parent and community engagement identified –P& C elections held and positions filled –Small numbers of new parent/grandparent volunteers assisted in classrooms	Total \$6 400
Increased opportunities for staff to develop purposeful leadership roles and engage in career–path preparation	–Attendance by members of the school leadership team at Primary Executive Support Group (PESG) professional learning each term –Aspiring leaders achieved their PDP goals. –Art of Leadership enrolments completed in MyPL. –2017 relieving executive and grade coordinator roles determined, including experienced leaders and staff undertaking a leadership role for the first time	Tied Professional Learning RAM Low socio–economic Total \$33 450

Next Steps

Rooty Hill Public School has identified the need for more effective family–school partnerships. In 2017 the school will plot against the Family–School Partnership Framework to determine the next steps to take with creating and fostering effective family–school partnerships.

Staff will continue to be provided with the opportunity to take on leadership roles. The 2017 Executive Team will consist of both experienced substantive executive teachers and those who are new to the school leadership team. Purposeful leadership roles, such as new syllabus implementation and School Plan Project Leaders, will provide aspiring leaders the ability to expand their skills. A number of staff will also take on leadership roles beyond our school such as the District Public Education Committee and Synergy Dance Festival Committee. In 2017 the leadership team will include two Instructional Learners as part of Phase 2 Early Action for Success.

Current transition programs supporting students when starting Kindergarten and transitioning to high school will continue. These programs have proven to be highly supportive of students, parents and staff during these crucial times of a child's education. Rooty Hill Public School's association with the Sydney University COMPASS program will also continue to broaden student and parent awareness of educational opportunities beyond primary school and high school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>SD1</p> <p>*Increased engagement, attendance and achievement of indigenous students</p> <p>*Targeted Stage 3 students receiving Quicksmart have developed fast and accurate basic literacy and numeracy skills.</p> <p>SD2</p> <p>*Increased engagement and improved recall of number operations through the use of tablets and number skill apps in numeracy groups</p>	<p>SD1</p> <p>*SLSO\$15 600</p> <p>*PLP\$1 000</p> <p>*QSSLSO \$10 000</p> <p>SD2</p> <p>*Tablets \$5 158</p> <p>Total</p> <p>\$31 758</p>
English language proficiency	<p>SD1</p> <p>*Targeted students have increased ability to decode and comprehend texts.</p> <p>*Targeted Stage 3 students receiving Quicksmart have developed fast and accurate basic literacy and numeracy skills.</p>	<p>SD1</p> <p>*Intensive Reading SLSO \$18000</p> <p>*Quicksmart</p> <p>SLSO-\$8000</p> <p>Total</p> <p>\$26 000</p>
Low level adjustment for disability	<p>SD1</p> <p>*Targeted students have a range of strategies to decode and comprehend</p> <p>SD3</p> <p>*Effective support procedures and practices are in place to address the needs of 2017 Kindergarten students</p>	<p>SD1</p> <p>*Resources\$1 000</p> <p>*Autism kit \$1 000</p> <p>*KSLSO X 4hrs p/d \$32800</p> <p>*Perm. SLSO \$32 000</p> <p>Total</p> <p>\$66 800</p>
Quality Teaching, Successful Students (QTSS)	<p>SD2</p> <p>*Increased capacity of staff to deliver differentiated curriculum to all students.</p>	<p>Staffing allocation .483</p>
Socio-economic background	<p>SD1</p> <p>*Improved student achievement in literacy and numeracy through the delivery of L3 and TEN strategies</p> <p>*Financial assistance to families in need supported student engagement at school, through the provision of school uniforms, school essentials and attendance at school excursions</p> <p>SD2</p> <p>*Increased capacity of staff to deliver differentiated curriculum to all students</p>	<p>SD1</p> <p>*L3 \$3 000</p> <p>*Student assistance</p> <p>\$4 000</p> <p>SD2</p> <p>*QT release \$92 250</p> <p>*Technology monitoring x .5 days p/w \$9 300</p> <p>*Tablets \$49 842</p>

<p>Socio-economic background</p>	<p>*Improved student recall of number operations through the use of tablets and number skill apps in numeracy groups</p> <p>SD3</p> <p>*Aspiring leaders have increased their leadership capacity and supported grade teams in the delivery of quality differentiated programs to meet the learning needs of all students</p> <p>*Staff have contributed to the development of milestones for projects within the school plan</p> <p>*Effective support procedures and practices are in place to address the needs of 2017 Kindergarten students</p>	<p>*PL x 10 days \$4 500</p> <p>*Apps \$2 000</p> <p>*Higher duties \$27 200</p> <p>*Planning release x 5 days \$2 250</p> <p>*Resources \$500</p> <p>*Little Learners x 12 days \$5 300</p> <p>*Little Learners SLSO \$1 400</p> <p>*K orientation x 6 days \$2 700</p> <p>Total</p> <p>\$204 242</p>
<p>Support for beginning teachers</p>	<p>SD1</p> <p>*L3 training ensured the program was implemented in all K–2 classrooms</p> <p>SD2</p> <p>*RHPS mentoring program supported beginning teachers to become capable and confident teachers whose focus is achieving improved outcomes for their students</p> <p>SD3</p> <p>*All beginning teachers achieved the expected accreditation requirements through professional learning opportunities provided</p> <p>*Additional RFF and guidance from team leaders facilitated the writing of accurate and concise half yearly and yearly reports by beginning teachers</p> <p>*Beginning teachers were supported with setting appropriate goals for their career stage and were provided mentoring and PL to achieve these goals</p>	<p>Total</p> <p>\$47 748.62</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>*Refugee and New Arrival students received explicit, individual support catering to their individual educational and welfare needs</p>	<p>Total</p> <p>\$1 737.04</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	319	327	331	337
Girls	302	312	327	328

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	92.9	92.8	92.5
1	92.4	93.6	92.4	91.5
2	93.2	93.5	91.9	91.8
3	93.7	93.4	91.7	93.7
4	94.1	93.7	92	92.3
5	94.3	94.8	92.6	91.4
6	93.3	94.5	93.2	93.1
All Years	93.4	93.8	92.4	92.4
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.32
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher of ESL	2.6
School Administration & Support Staff	5.06
Other Positions	1

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

The indigenous composition of our staff is currently 5%.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	69
Postgraduate degree	31

Professional learning and teacher accreditation

In 2016 the major focus areas for professional learning were literacy, numeracy, the delivery of differentiated curriculum and student wellbeing. Professional learning occurred both during and after school hours with staff spending a significant amount of after-school hours participating in professional learning.

All staff new to our school, as well as staff who changed grades, were provided professional learning in literacy and numeracy programs appropriate to the grade they were teaching, such as Language, Learning, Literacy (L3), Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

There was a whole school focus on differentiated curriculum delivery with staff receiving professional learning at a whole school, team and individual level.

All teaching staff participated in Positive Behaviour for Learning (PBL) professional development to support student wellbeing across the school. Staff revisited the PBL philosophy and school-wide behaviour expectations to ensure consistent expectations of playground behaviour and implementation of the whole-school positive reward system.

All teaching staff wrote Performance Development Plans which also determined individual professional learning activities. Other professional learning by staff included Refugee Support, Disability Standards for Education, Live Life Well, new curriculum, report writing, consistency of teacher judgment, iPad workshops and Quicksmart Literacy and Numeracy.

Mandatory professional learning was completed in Emergency Care, CPR, Anaphylaxis, Code of Conduct and Child Protection.

Our school continued to implement the Reading Recovery program with 2 teachers maintaining ongoing professional learning. Rooty Hill Public School currently has 5 Reading Recovery trained teachers.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2016 56% of our families submitted Voluntary School Contributions and the P & C donation was used to purchase three water bottle refill stations for the school.

This table represents financial transactions up to September 5th, 2016 when the school administration systems were migrated to 'LMBR'.

Income	\$
Balance brought forward	402 708.38
Global funds	370 451.71
Tied funds	451 751.24
School & community sources	174 359.33
Interest	7 139.17
Trust receipts	21 001.45
Canteen	0.00
Total income	1 427 411.28
Expenditure	
Teaching & learning	
Key learning areas	52 751.03
Excursions	58 637.94
Extracurricular dissections	65 243.63
Library	3 778.96
Training & development	1 439.96
Tied funds	265 941.30
Short term relief	72 232.91
Administration & office	59 915.10
School-operated canteen	0.00
Utilities	43 903.75
Maintenance	31 940.46
Trust accounts	22 313.05
Capital programs	51 188.56
Total expenditure	729 286.65
Balance carried forward	698 124.63

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	775 703.50
(2a) Appropriation	727 229.74
(2b) Sale of Goods and Services	419.76
(2c) Grants and Contributions	46 984.91
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 069.09
Expenses	-340 196.92
Recurrent Expenses	-340 196.92
(3a) Employee Related	-200 853.91
(3b) Operating Expenses	-139 343.01
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	435 506.58
Balance Carried Forward	435 506.58

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school's day-to-day finances are managed by the School Administration Officer (SAM). School budgeting is overseen by the School Council, comprising staff, parent and community representatives.

Financial information in the following Equity Funding table includes funds provided to employ classroom teachers and specialist staff members e.g. LaST and EAL/D staff.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 995 437.05
Base Per Capita	35 860.08
Base Location	0.00
Other Base	3 959 576.97
Equity Total	878 102.76
Equity Aboriginal	30 761.17
Equity Socio economic	291 890.65
Equity Language	291 734.27
Equity Disability	263 716.67
Targeted Total	181 874.15
Other Total	77 813.35
Grand Total	5 133 227.30

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.

School performance

NAPLAN

Data provided by the Department of Education indicates that academic growth for students at Rooty Hill Public School from Kindergarten to Year 3 is excelling in comparison to similar schools.

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.

In Grammar and Punctuation most Year 3 students were able to correctly use prepositions to describe where an object was placed and many were able to correctly use an exclamation mark. Many students correctly identified a noun in a simple sentence and selected the most appropriate adverb to describe how an animal moved.

In Reading 98% of Year 3 students achieved at or above National Minimum Standards. Students performed well with locating information directly stated in a simple narrative as well as inferring meaning in a simple narrative. Students were also able to identify the main purpose of an information text and identify the reason for including a photograph in an information

text. Students had difficulty understanding persuasive texts and locating information in persuasive texts.

Data reflects that many Year 3 students were able to use their knowledge of common sounds and syllables to correctly spell compound words and most were able to use their knowledge of letter clusters to spell simple words correctly. Most students found it difficult to spell longer, more difficult words or words linked to unfamiliar topics.

In Writing 96% of students achieved at or above National Minimum Standard, with 36% achieving at Proficiency in the top two bands. Most students used predictable ideas in their writing with some using more developed, elaborate ideas. The majority of students used simple sentences, with a small group of students writing more complex sentences. Most students spelt simple, common words correctly.

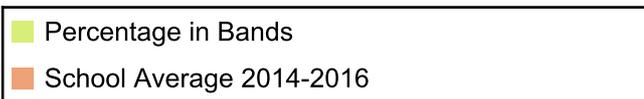
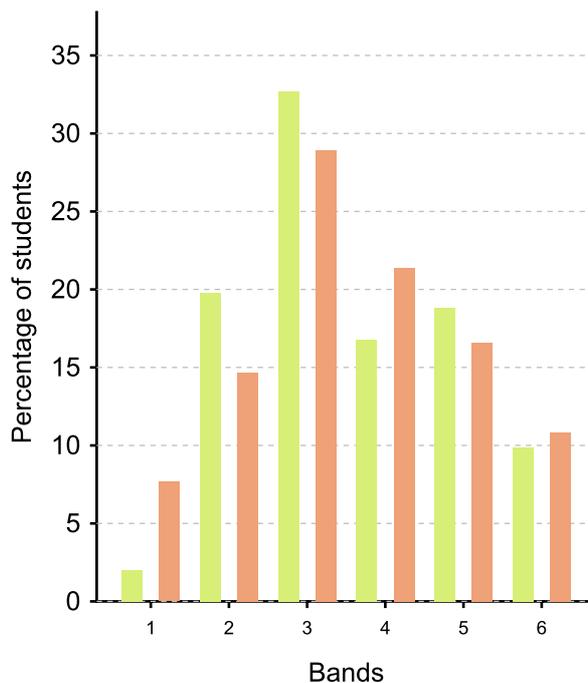
In Year 5 Grammar and Punctuation many students were able to identify the correct use of a comma in a list and identify a compound sentence. Students were able to select the correct adverb to describe an action and the correct type of apostrophe being used in a sentence. Students had difficulty identifying reported speech in a complex sentence and could not identify correct subject-verb agreement.

In Reading 91% of Year 5 students achieved at or above National Minimum Standards with 36% achieving at proficiency, which is the top two bands. Students were able to recognise the purpose of a simple information text and skim and scan to locate a fact within this text. Year 5 students found it difficult to understand and interpret information in a narrative text and had difficulty interpreting a character's actions in a narrative.

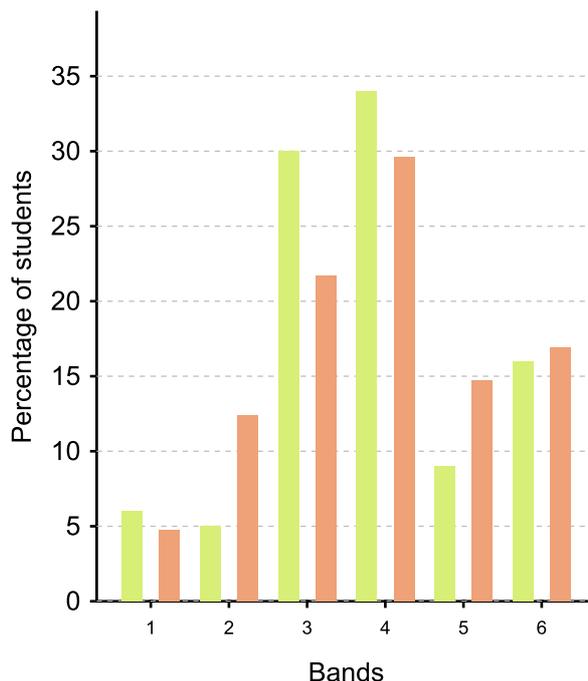
Year 5 Spelling results showed that students used their knowledge of common sight words and sounds to correctly spell familiar words and many students were able to draw on a wider range of skills and strategies to spell less familiar words. Many students found it difficult to use base words and word parts, such as suffixes and prefixes, to spell new, unfamiliar words.

This year in Writing, many Year 5 students included a beginning and a complication in their text with some development and elaboration of ideas. Students briefly described characters and the setting of their story. Most students used simple words to write, with some including more precise language. Many students spelt simple/common words correctly with some students spelling more difficult words correctly. Most students wrote using simple sentences with some using more complicated, complex sentence structure.

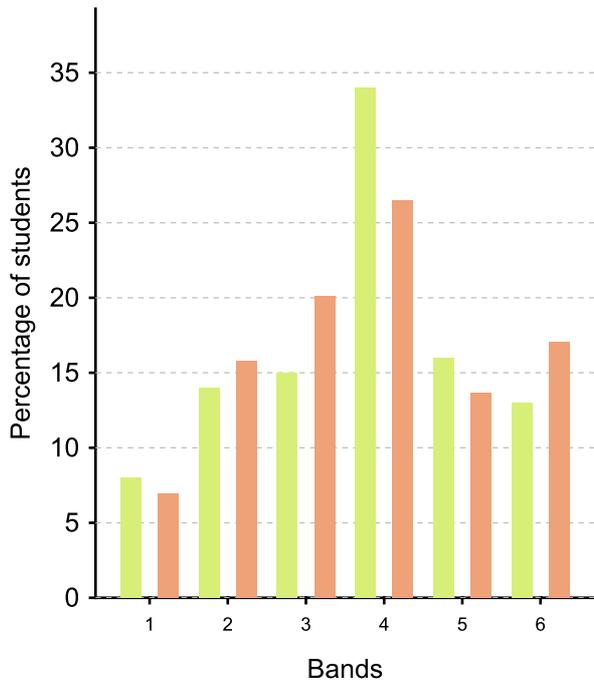
Percentage in bands:
Year 3 Reading



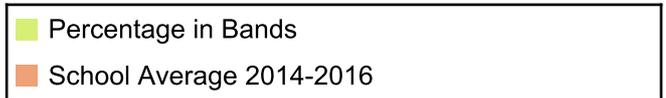
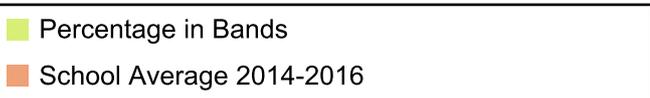
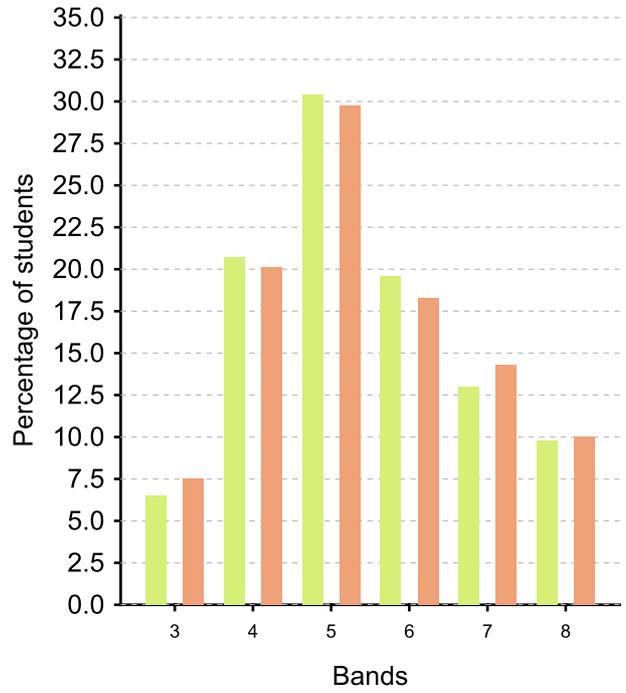
Percentage in bands:
Year 3 Grammar & Punctuation



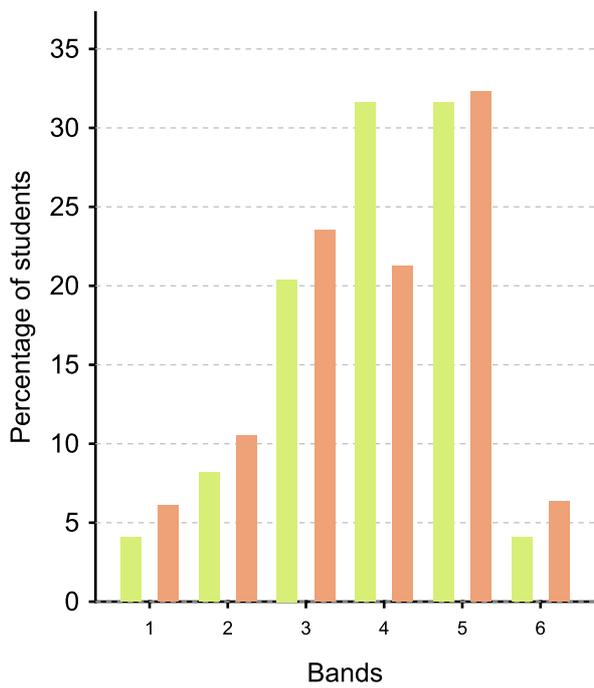
Percentage in bands:
Year 3 Spelling



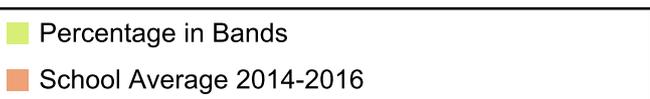
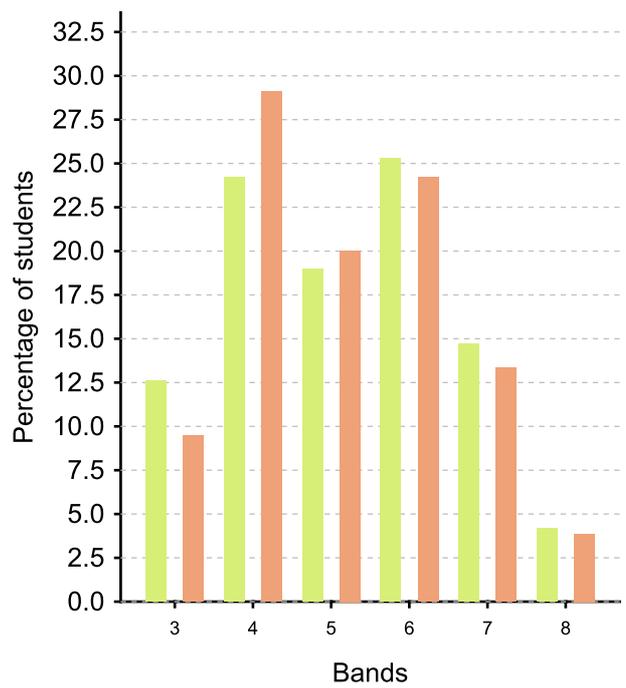
Percentage in bands:
Year 5 Grammar & Punctuation



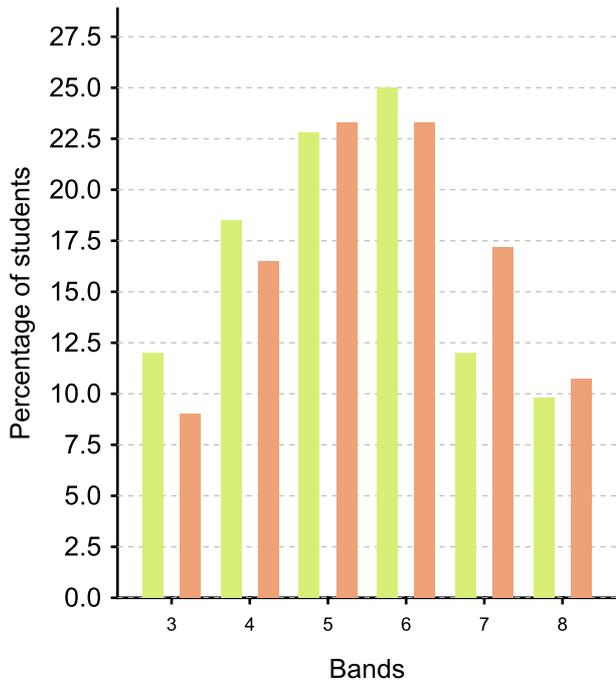
Percentage in bands:
Year 3 Writing



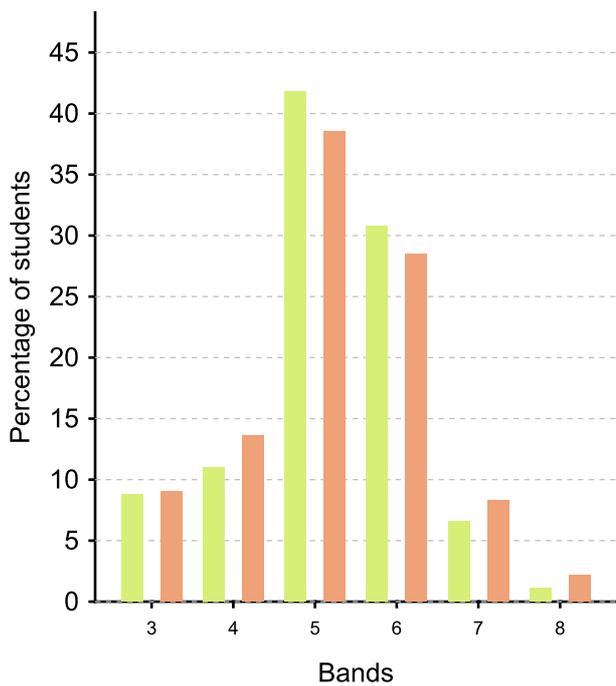
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



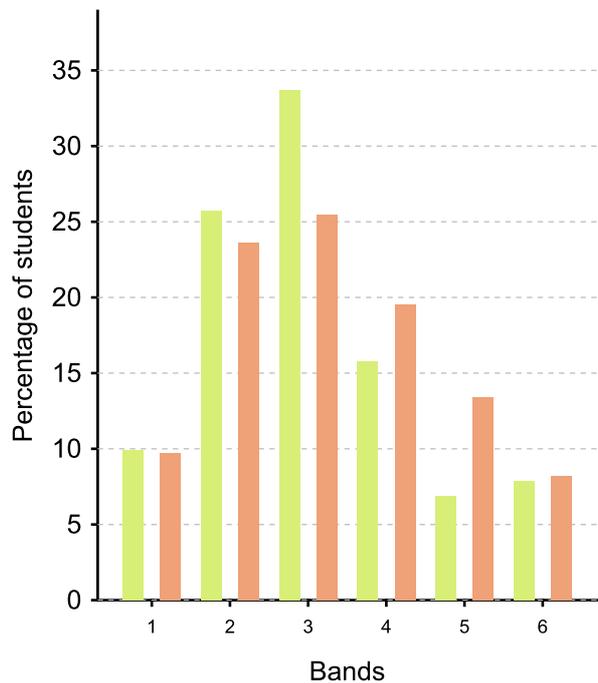
Percentage in bands:
Year 5 Writing



multiple containers. Most students found it difficult to understand and solve more complicated, multi-step word problems.

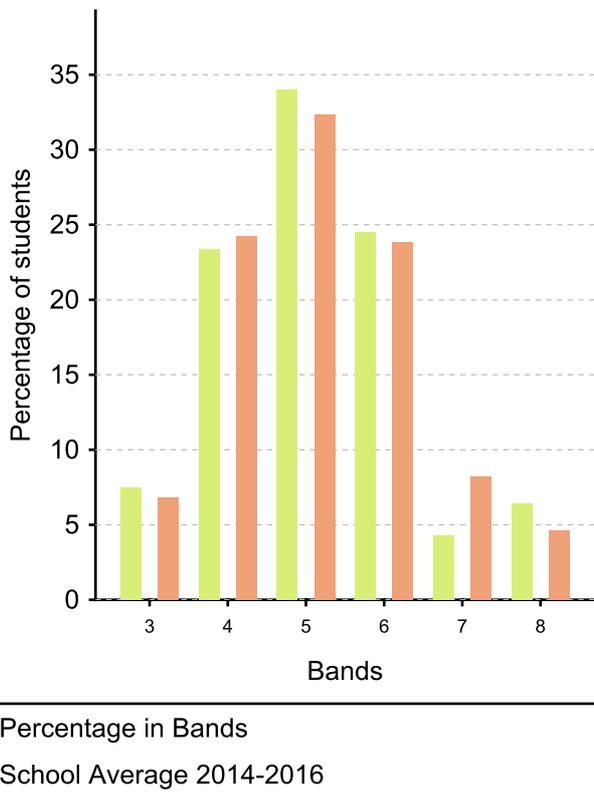
In Year 5 Numeracy 90% of students achieved at or above National Minimum Standards. Most students were able to solve a money problem by converting from cents to dollars and most students correctly tallied marks in a table. Many students correctly classified angles as less than, greater than or equal to 90 degrees. Students out-performed state results with identifying an addition number sentence related to a subtraction number sentence. Students had difficulty extending a multiplication pattern to give the next term in a sequence and applying the order of operations to solve a problem involving more than one operation.

Percentage in bands:
Year 3 Numeracy



In Numeracy most Year 3 students were able to correctly count arrays to identify the largest group of items and use array structures to determine the largest area shaded. Many students correctly interpreted data in a bar graph and were able to compare the lengths of two items using informal units. Students had difficulty using subtraction to calculate the mass of an object on a balance scale and comparing the volume of water in

**Percentage in bands:
Year 5 Numeracy**



Over the past three years Rooty Hill Public School has demonstrated a gradual increase in the number of Year 3 and Year 5 students achieving at Proficiency for Reading in the National Assessment Program Literacy and Numeracy (NAPLAN). In Numeracy, the number of students achieving at Proficiency has decreased slightly from 2014 TO 2016.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

Parents

- 100% of respondents feel welcome in our school
- 100% of respondents feel that information from the school is clear and easy to understand
- 100%of parents surveyed said they agree with decisions made by the school
- Areas for further development include enhancing communication through electronic means such as Facebook and e-mail
- Strengths include meeting student academic needs, friendly and welcoming staff and the sharing of information between home and school

Students

- 95% of students surveyed believe that education will benefit them and have a strong bearing on their future
- Students find classroom instruction at Rooty Hill Public School is well-organised, with a clear purpose with feedback that helps them learn. The school rated 8.5 out of 10
- Positive teacher-student relations scored 8.4 out of 10. Students feel that teachers are responsive to their needs
- Students have a high sense of belonging. 84% of students feel accepted and valued by their peers and others at school

Teachers

- 83%of staff agreed that school leaders clearly communicate their strategic vision and values for the school
- Staff feel that Rooty Hill Public School has a culture of collaborative practice in which professional dialogue, sharing of plans, ideas and resources support student engagement and achievement
- Staff believe they set high expectations for student learning and student data informs their practice
- Staff identified parental involvement and the use of technology to improve student outcomes as areas for improvement



Policy requirements

Aboriginal education

During 2016, Rooty Hill Public School continued its commitment to improving the educational outcomes of all Aboriginal and Torres Strait Islander students. We continued to develop Personalised Learning Pathways (PLPs) for each Indigenous student which involved goal setting for students as well as half-yearly and yearly reflections by both staff and students.

The collaborative development of PLPs involving students, parents and teachers allowed the school to support and celebrate the achievements of all Aboriginal and Torres Strait Islander students.

During Reconciliation Week, parents and community members were invited to join us for our annual Flag Raising Ceremony. This event provided an opportunity for the school community to continue fostering relationships with our Indigenous community.

This year NAIDOC was celebrated through whole school participation in traditional indigenous games. Each grade participated in a series of games and learnt about the traditional languages and origins of activities. All students and staff enjoyed the day and appreciated the support of parents and family members who showed their interest and support of our students by attending on the day.

Our teaching and learning programs support the recognition and understanding of Aboriginal culture, history and achievements. Each day, our school continues to fly the Aboriginal flag and acknowledge Country at all important events and school assemblies.

This year the school received NORTA NORTA funding to assist identified indigenous students in Literacy and Numeracy.



Multicultural and anti-racism education

Rooty Hill Public School is a school of 662 students with 57% of the school's student population from a language background other than English (LBOTE). We are a culturally diverse community with a total of 60 different languages spoken by the 487 families in our school. The three largest language groups are Tagalog, Hindi and Urdu.

Rooty Hill Public school provides many opportunities through our teaching and learning programs to ensure all students have access to equitable teaching and learning experiences. The school provides quality differentiated teaching in classrooms through in-class support, small group support and individual withdrawal from class support to assist students with their learning.

Students from Stage 2 attended 'Harmony Day' celebrations, run each year by students of Rooty Hill High School. Students were able to watch students of different cultures showcase their talents in dance, singing, sport, drama and art. Rooty Hill Public School encourages students to celebrate their cultural/religious events such as Diwali (celebration of light) and Eid al-

Fitr (Breaking the Fast Feast) by wearing their traditional dress on the special day.

Year 5 had the opportunity to participate in a lesson on Calligraphy by Ms Cheng Xue from Rooty High School. The students enjoyed learning about another culture's written art form. In Term 4 selected Year 6 students participated in a four week Mandarin Outreach program. The students looked forward to the lesson every week, learning about Chinese culture, food, greetings and phrases.

Our school has an Anti-Racism Officer (ARCO) who works with the students to develop their understanding of the implications of racism and discrimination.

Other school programs

Sport

2016 has been another busy year in the pool, on the track and on the sporting field for students at Rooty Hill Public School. There have been some fantastic team performances as well as individual sporting achievements. Our students should be proud of their achievements this year.

Swimming

The start of the year saw students attending our annual school swimming carnival. The students participated in competition races as well as the novelty events. There were many great performances by the students, 13 of whom then qualified for the Mt Druitt Zone Carnival. Our school swam very well at the Zone Carnival, the way they represented our school made us very proud. Four students then went on to represent Mt Druitt Zone in the Sydney West Carnival and were able to swim at Homebush Aquatic Centre, where the 2000 Olympics were held. Those students were:

Tasha Fuentes (breaststroke), Maria Halatanu (freestyle), Alexander Perry (freestyle), Lachlan O'Leary (freestyle)

The Swimming Age Champions for our school in 2016 were:

Junior Girls – Victoria Brockway

Junior Boys – Alexander Perry

11 Years Girls – Chontal Robert

11 Years Boys – Lachlan Thomas

Senior Girls – Tasha Fuentes

Senior Boys – Jack Foote and Ryan McAndrew

Cross Country

Early in Term 2 we held our school Cross Country Carnival. Although this is a tough and challenging long

distance race, so many of our students gave their all and tried their best to complete the race. After our school event we had 48 students represent our school at the Mt Druitt Zone Cross Country Carnival. Following on from the Zone event we had four students qualify for the Sydney West Cross Country Carnival. Those students were:

Koralee Catlett (11 girls), Lachlan O'Leary (9 boys), Tasha Fuentes (12/13 girls), Reece Richmond-Cassells (9 boys)

Athletics

Our final carnival for the year was our Athletics Carnival. We had 44 students who qualified for the Mt Druitt Zone Athletics Carnival, many of whom were in several events. All the students demonstrated great sportsmanship and respect for adults and other students whilst representing our school. Following on from the Zone Carnival, we had 10 students who then qualified to represent Mt Druitt Zone at the Sydney West Regional Athletics Carnival. They were:

Koralee Catlett (high jump, 200m)

Hayley Hartley (high jump)

John Koudakpo (high jump, 100m, long jump, relay)

Noah Tirados (high jump)

Haniyah Tagoloa (100m)

Jasais Ah Kee (100m)

Junior Fatuai (100m)

Ali Khalaf (relay)

Kenneth Villalon (relay)

Edwin Liberty (relay)

The Athletics champion for each age level was determined from the Athletics and Cross Country results combined.

The School Athletics Age Champions for 2016 were:

Junior Girls – Hayley Hartley

Junior Boys – Lachlan O'Leary

11 Years Girls – Koralee Catlett

11 Years Boys – John Koudakpo

Senior Girls – Tasha Fuentes

Senior Boys – Noah Tirados

PSSA

This year has been another fun and exciting year for

the students who represented our school each Friday in the Mt Druitt PSSA Competition. We had over 150 students from Stage 2 and 3 representing our school in PSSA competitions this year. Each week, students represented the school with pride and displayed excellent sportsmanship. It was a great sporting and learning opportunity for all involved.

During the winter competition in Terms 2 and 3 our school entered a total of 12 teams in the competition in the following sports; Netball, Soccer and Touch Football.

The girls' touch football team made it to the Grand Final and won the premiership for 2016.

In Summer PSSA in Terms 1 and 4 we entered 12 teams in Newcombe Ball, Volleyball, Cricket, Softball, Tee Ball and AFL. The girls' softball, girls' tee ball, junior and senior AFL and the junior and senior cricket teams each made it to the semi-finals this year. Our girls' softball team and senior AFL team made it to the Grand Final which was played after school. Both teams played extremely well in the heat and were both awarded certificates for runners-up.

We had 2 talented students this year who impressed the Zone coaches with their skills and abilities. These students were then selected to represent the Mt Druitt Zone in their chosen representative sports teams.

Congratulations to the following students for their sporting achievements:

Soccer: Koralee Catlett, Touch Football: Koralee Catlett, Rugby League: Jyi Masters-Forsyth

R Higgins Sport Shield

Each year the R Higgins Sport Shield is awarded to the winning sport house from our school. Our sport houses are Baker, Cable, MacDonald and Higgins. Students receive points throughout the year for their house by entering events at the carnivals, as well as points for winning events. The winning sports house for 2016 was Cable.

Creative Arts

Once again, Rooty Hill Public school has celebrated success in Creative Arts. Just over 100 students had their artworks chosen to be displayed at our Learning Neighbourhood's 'Art on the Hill' exhibition. Principals and Deputy Principals, as well as the relieving School Education Director, presented special awards and prizes to winning artists.

Our overall school winner was Abraham Kenneh of KR. Madeleine Lee of 1/2D was awarded People's Choice for Stage One, and Senila Peato of 1/2D won the Quality Award for Stage One.

During our Education Week celebrations, each student had the opportunity to participate in our Open Day activities, either by being a part of a performance at our school concert, or having a piece of artwork displayed in our school library. It was wonderful to highlight the

many talents of our students at Rooty Hill Public School and to see so many parents and friends share in the celebrations.

Early in Term 1 this year, interested students from K–6 auditioned for positions in our Senior, Junior and Boys' Dance Groups. The successful 60 students in the Junior and Senior Dance Groups then auditioned to perform as part of the Synergy Dance Festival. Both groups were selected to perform in the matinee and night performances in the two-week Festival.

In Term 3, the Senior, Junior and Boys' Dance Groups entered the Ultimate Dance Spectacular Eisteddfod. The Senior Dance Group was awarded 3rd place. The Boys' Group received a very prestigious 'Call Back' to compete against professional dance schools and the Junior Group received a Highly Commended Award.

Debating

This year, students from Stage 3 participated in the annual District R.A. Pickles Shield Debating Competition. Our students were given the opportunity to research interesting topics from multiple perspectives and worked as a team to develop relevant and logical arguments. Students attended weekly workshops to develop their rebuttals and to practise their delivery of speeches. Twelve schools from the Mt Druitt and Minchinbury Schools' district competed in five Round Robin debates in order to qualify for their respective pool's semi-final. Rooty Hill Public School hosted two debates and travelled to three host schools for the competition. Our students progressed through to the Grand Final and debated against Blackwell Public School. Rooty Hill Public School argued the affirmative case for the topic "The Best Things in Life are Free". Both teams were well-prepared and presented sophisticated arguments. Rooty Hill Public School finished the competition as first runner up.

The debating team of 2016 consisted of: Tasha Fuentes, Jamee Lee Balzan, Amanda Ngo, Koralee Catlett, Vinuji Polwaththa Gallage, Sabeeka Shakeel, Sanobar Naveed Ahmed, Taira Pule, John Koudakpo, Ema Ranitu and Keira Evans.

Little Learners

Little Learners has been a transition-to-school initiative at Rooty Hill Public School. It is a Pre-school to Kindergarten transition program which specifically targeted children who had very little or no formal Early Childhood Education. In total 30 children attended the program which ran for 8 consecutive weeks over Term 3 and Term 4. Children attended Little Learners for a 2 hour session on a Thursday morning or afternoon.

The major focus of Little Learners was school readiness. Students were taught how to sit together as a group and listen to a story. They were encouraged to raise their hands to ask and answer questions. As a group, the school rules were discussed in relation to what they look like in the classroom, i.e. how do we care for others? Students also practised skills needed

for school such as drinking from the bubblers and using the school toilets independently.

Little Learners focussed on developing a range of skills in many areas, including:

- cognitive skills such as using oral language to describe what is happening in the pictures of a story book (early reading awareness) and talking about what they were making with play-dough
- fine motor skills such as cutting with scissors and comfortable pencil grip
- gross motor skills such as throwing and catching small and large balls and walking or skipping along a line
- independently completing tasks such as finding their bag, accessing their Crunch & Sip and putting rubbish in the bin.

The program was beneficial for the teachers, children and parents involved. Many parents received helpful feedback including information about accessing paediatricians, speech therapists and having sight and/or hearing testing. All parents received information on how to play simple games and create fun activities to encourage counting, reading and writing skills before Kindergarten begins in 2017.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted through the year and analysed other information about the school's learning practices and student outcomes. The self-evaluation committee and school planning committee have determined Strategic Directions for the school's future development.

Jackie Malecki–Principal

Sue Law–Deputy Principal

Jennifer Moon–Tume–Assistant Principal

Fiona Wassell–School Administration Manager

Emily Kimber–Grade Coordinator

Yvonne Simunovic–English as an Additional Language/Dialect teacher

Linda Dollin–Classroom teacher

Sandra Russell–Classroom teacher

Georgia Hiatt–Classroom teacher

Noele Steward–Classroom teacher

School Council members

