

Ross Hill Public School

Annual Report



2017



2997

Introduction

The Annual Report for **2017** 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 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.

Debbie Baker

Principal

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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 650 students. 25% 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 2017 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 autism 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, staff work closely together to identify, analyse, address and monitor student learning needs especially in Years K–2 under the Instructional Leaders with the school achieving value-added results under EAfS. There is a whole school focus on developing a learning culture, aided by the Learning Support Team who meet fortnightly to ensure students' learning needs are addressed and monitored. Teachers are able to differentiate the curriculum to meet the needs of all learners and student learning is enhanced through a large range of extra-curricular activities – academic, sporting and cultural. School attendance has a high profile and there are well-developed processes and strategies in place to support attendance (such as the introduction of attendance medals), and non-attendance. Behaviour expectations are regularly taught and reviewed across the school community and are linked to the You Can Do It! program which is a pivotal program teaching social-emotional wellbeing. The focus on respecting and valuing diversity encourages students to recognise and respect cultural diversity with several significant cultural activities held during the year. Staff maintain a currency of knowledge and practice under Keep Them Safe obligations and support students in a positive and caring manner. Personalised Learning and Support Plans are ensured for all students with a disability and our Support Unit students have benefited from an initiative that saw them participate in a range of sporting activities within the community and create their own film. The gap due to rural isolation and disadvantage is overcome with all students included in excursions including local, inter-school and major excursions such as Canberra, Lake Ainsworth, Stewart House, Creative Arts Camp, Dance Workshops, local excursions and cultural performances. While the school has good wellbeing practices in place, wellbeing was identified as an area for focus within the new school plan.

In the teaching domain, teachers manage productive learning environments and regularly used student data to evaluate the effectiveness of their teaching practice; the provision of effective feedback is an identified area for further development. While teachers incorporate data analysis into their planning, the organisation and management of data processes and expectations at a whole school level is under further review. One strength of the school is the level of

collaborative practice that exists amongst the staff with high levels of recognised expertise drawn upon and formal mentoring and coaching practices in place. The focus on planned quality professional learning has meant that all staff have benefitted from both external and internal opportunities for learning. Beginning and early-career teachers were able to access mentoring and support through additional release time with several teachers utilising this time to see colleague teaching practice in action and to engage in discussion with mentors and supervisors. While 2018 will see the roll-over of all staff to accreditation, teachers have been developing their understanding of the professional standards through discussions with their supervisors about their PDP's and through a whole school recognition of the standards in action such as recording the appropriate standards for meetings and professional learning. The introduction of Visible Learning has seen teachers update their knowledge about the work of John Hattie and the impact of research-based pedagogy upon student achievement.

In the leading domain, the P&C have worked closely with the school leadership team to contribute time and funds to ensure that communication, resources and support are shared and acknowledged across the wider school community. Several highly successful events throughout the year have led to positive responses from the community and support for the school has been high in participation rates and in praise. Some examples being;–

- the school musical which saw the school hall packed to overflowing,
- the large number of parents participating in parent teacher interviews
- parent participation at our NAIDOC week activities.
- parent support at our Family Fun Day/Walk-a-thon

Feedback about school performance is requested through surveys, meetings, individual approaches and at P&C meetings and responses are discussed and actioned. Strong links exist with other organisations such as New England Conservatorium of Music, Lions, Pathfinders, local sporting groups, Centacare New England, and with the other schools in our Sapphire Community of Schools. These organisations have enhanced the opportunities that the school is able to extend to students. Ross Hill is well-resourced and well-maintained within the constraints of the school budget with strategic planning undertaken to meet the current and future physical and human resource needs of the school. The school leadership team work effectively to develop, monitor and review management systems and processes so that the school is operating effectively and within legislative requirements. Processes and policies reviewed in 2017 included attendance, first aid, playground and wellbeing and discipline, with sport and physical activity and road safety reviews initiated. Ross Hill administrative staff managed the implementation of LMBR and training will continue into the future and will include any new staff.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

In 2017 as Phase 2 of Early Action for Success was implemented, a second Instructional Leader was appointed to Ross Hill. This additional support led to a recognition that the teaching of mathematics and staff understanding of the links between curriculum and the continuums was not as strong an understanding as that of English. Improving writing continued to be a focus area with Term 4 data showing strong growth for Kindergarten students.

Stage 2 and Stage 3 staff received instruction on PLAN data and began to use the analysis of this data to drive change in teaching practice. Several early career teachers were well-supported by the Impact Coaches to develop sound literacy and numeracy teaching practices.

All classrooms benefitted from improved technology access for students. Mobile laptop trolleys were repaired/replaced and wireless connectivity was enhanced with 2 buildings re-cabled due to damage. The management system for the iPads used by K–2 students was updated and staff were trained and were able to update apps to meet learning needs. The coordinator role was shared by two staff who also trained staff in managing minor technology issues and re-imaging laptops.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Corwin project: \$14 000 Staffing: \$137042.29 SASS: \$54109.79 Student engagement:\$2144.13	K–2 staff continued to develop best practice in literacy and numeracy. Kindergarten data indicates the percentage of students achieving benchmarks: • 72% in reading, 76% in comprehension, 82% in writing Year 1 student benchmark data shows: • 49% in reading, 48% in comprehension, 44% in writing Year 2 student benchmark data shows: • 81% in reading, 61% in comprehension, 27% in writing NAPLAN data for Year 3 students showed a positive improvement in comparison to previous years results, especially in writing. Across the school there was a more consistent approach to the collection and analysis of student data, with the Impact Coaches providing analysis support and assistance with the entering of PLAN data.

Next Steps

- Continue to implement coaching support and professional learning for staff, focussing on the new literacy and numeracy progressions
- Increase the focus on the teaching of numeracy
- build numeracy leadership through participation in Building Numeracy Leadership project
- reassess staffing for K–2 classes as part of the strategic planning

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

This year there was a major review of the learning and support programs. As a result, School Learning Support Officers (SLSO's), who had previously run small group programs, were trained and utilised in a coordinated approach under the Instructional Leaders to provide Tiered Interventions. These interventions were reviewed every 5 weeks after the student data was analysed. Differentiated classroom teaching was more evident in practice from Years K–4, with students receiving support at a variety of levels.

The improved use of SENTRAL as a communication system was developed with the addition of 'flags' to each student's profile. These allowed personalised data to be readily visible for teachers and allowed tracking for students in a cohort. These flags have also helped ensure information is passed on to the next teacher to make the start of the next year more successful. NAPLAN data was also added to SENTRAL profiles for easy access.

The diversity of the school community was highlighted throughout the year with 126 students participating the school musical and Special Education students creating their own drama film with 'Blue Sky Project' which was shown locally. The reverse integration program continued successfully and the Junior AECG held a higher profile in school events. With the appointment of a new Aboriginal Education Officer (AEO) during the year, several changes to school processes were instigated including a regular report by the AEO at whole staff meetings and participation in enrolment meetings involving Aboriginal students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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">• Professional Learning funding: \$39 959.10• Learning Support Team (LST) programs funding and staffing: \$55 845.74	<ul style="list-style-type: none">• Increased number of staff confidently recording differentiation strategies in their programs, especially in the primary years.• Continued implementation of a Behaviour Support Team who assisted in the management and support of students with significant behaviours.• Learning Support Team data showed 7% students participated in Gifted a& Talented programs, 13.8% students were supported through Tiered Interventions and 232 students accessed additional support for literacy throughout the year.

Next Steps

- Further develop partnerships with the wider community to support diversity
- Raise the profile and utilisation of the Aboriginal Education Officer
- Build on the responsiveness of the Learning Support Team to continue to meet the needs of students

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

A well-led and cohesive P&C supported the school to develop and maintain practices that enhanced communication and community partnerships. They regularly gave feedback and suggestions and worked closely with the school leadership team. Throughout the year the school was well-supported by parent participation in events and award ceremonies. The creation of a P&C Facebook page added another aspect to school communication.

School policies requiring review (Protecting and Supporting young children, School Attendance, Student Discipline, WWCC policy) were undertaken and discussions around the storage and retrieval of information were initiated. Term 3 saw the successful changeover to the new finance and administration system known as LMBR. This system has seen the introduction of an EFTPOS terminal and changes to the way accounts and payments are received and made.

Improvements to the learning environments included the installation of new shade shelters, new signage to the outside of the classrooms and planned maintenance including the painting of the toilets and the demountable building.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>School community aware of and engaging in communication and management systems that place quality learning at the heart of the school.</p> <p>School policies and systems reviewed and improved and communicated to our school community.</p> <p>A 25% increase in parents/carers participation in the life of the school in relation to parent/teacher interviews and parent groups.</p> <p>100% parents/cares responding that the school has a safe, positive and sustainable environment that enhances student learning.</p>	<ul style="list-style-type: none">• SENTRAL and SMS dedicated phone line: \$1000• Travel: \$11847.73	<ul style="list-style-type: none">• High levels of community engagement in the school including parents accompanying students on sporting trips and excursions• Increase in positive communication through the school Facebook page• good responses to surveys sent via SMS• new members attending P&C meetings and assisting at school events• School policies and practices regularly reviewed and meeting Department of Education implementation guidelines

Next Steps

- investigate and develop storage and filing systems for school data and memorabilia
- continue to improve the school so that the students and staff have positive, attractive and cared-for learning environments
- continue to document, review and evaluate organisational and management practices

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$167 094.13	<ul style="list-style-type: none"> • employment of a new permanent Aboriginal Education Officer • employment of 2 Aboriginal Education workers • Successful NAIDOC week celebrations • Successful inaugural Sapphire community of Schools Aboriginal Art competition displayed at the Inverell Town Library and sponsored by Armajun Aboriginal Health Service • Aboriginal cultural input into Learning Pit tool • Fast ForWord program to support Aboriginal students in Stage 3 with individual literacy support • Aboriginal students participated in Dance workshop in Armidale to enhance engagement, connection and skills development
English language proficiency	\$7 079.58	<ul style="list-style-type: none"> • Identified students received in-class support in literacy and numeracy
Low level adjustment for disability	\$55 845.24	<ul style="list-style-type: none"> • employment of 7 school Learning Support Officers to support identified students with additional needs
Quality Teaching, Successful Students (QTSS)	0.524 staffing allocation	<ul style="list-style-type: none"> • employment of staff to provide executive with additional release to support quality teaching and student wellbeing
Socio-economic background	\$129 883.41 \$249 816.88 (staffing)	<ul style="list-style-type: none"> • Mini-minstrels music program expanded K-2 in partnership with the New England Conservatorium of Music • upgrade of computer technology • Corwin Impact Program provided additional professional learning for staff • Student wellbeing resources assisted at-need students • Special order furniture purchased to assist students • Additional staffing – Impact Coaches
Support for beginning teachers	\$13 661.31	6 staff and 3 mentors were supported under the funding with additional release every week and professional learning opportunities offered.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	351	349	354	335
Girls	337	333	329	315

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	92	91.7	91.9
1	92.8	92.6	89.9	91.2
2	94.7	93.4	92.2	91
3	93.5	93.2	92.4	89.7
4	93.5	92.1	92.2	91.1
5	94.1	92.4	92.3	90.5
6	94.4	93	89.9	91.8
All Years	93.9	92.7	91.5	91
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The attendance team meet every fortnight to manage student non-attendance and they report to the Learning Support Team. In 2017 the attendance team comprised the Deputy Principal, the Aboriginal Education Officer, the Home school Liaison Officer, the school attendance officer (admin) and class teachers where appropriate. All cases of unsatisfactory attendance and part or full day absences were investigated and appropriate intervention strategies were implemented. The school's attendance officer implements an Intervention Program managed through SENTRAL, using both phone and SMS to notify families of unexplained absences. Teachers ensure that accurate records of students' attendance are maintained with class rolls being marked daily. Students who are late arrivals or early-

leavers are signed in and out through the office.

In 2017 outstanding student attendance was acknowledged with 7 students receiving attendance medals for 100% attendance at the end of year presentation ceremonies.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	25.01
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	2.3
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	8.06
Other Positions	0

*Full Time Equivalent

Aboriginal staff employed at the school include:

- four teachers
- one School Learning Support Officer
- one Education Officer
- three Educational workers
- one School Administrative Officer

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

Professional Learning has been a focus for staff throughout the year. K-2 staff participated in on-going

learning under the leadership of the Instructional Leaders in Language, Learning & Literacy (L3) and Targeting Early Numeracy (TEN) through workshops, mentoring and coaching and class visits to support with the development of best teaching practice. With the appointment of a second Instructional Leader, staff have benefited from a stronger mathematics teaching focus that has strengthened on-going work in English.

In 2017 Ross Hill participated in the Sapphire Community of Schools initiated Visible Learning project to improve student learning. Visible Learning translates the research of Profession John Hattie into a practical pathway for implementation in the classroom. This is a three year commitment to school-wide change. Staff are led by two school-funded Impact Coaches. Initial professional learning was through two School Development Days with all staff from the Sapphire Community of Schools. Following the impact sessions, teachers and students worked with the coaches collecting baseline data, developing knowledge and understanding of the research and exploring how evidence could be used to create innovation in the learning environment. The main focus area for the year was Building and Developing Visible Learners.

Throughout the year, staff participated in completing mandatory Professional Learning in Child Protection, E-emergency care, Anaphylaxis and CPR and Code of Conduct. Staff also undertook training in Teacher Accreditation, Respect & Dignity in the workplace and report writing. One highlight was the learning offered by international educator Lane Clark who worked with staff on developing 'Deep Thinking and Deep Understanding' to enhance student learning. Administration and support staff also participated in training at school and network level through out the year including attendance at network days.

During the year one teacher completed their accreditation process successfully.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	781,623
Global funds	619,571
Tied funds	1,137,009
School & community sources	130,624
Interest	14,097
Trust receipts	3,548
Canteen	0
Total Receipts	1,904,848
Payments	
Teaching & learning	
Key Learning Areas	98,824
Excursions	61,443
Extracurricular dissections	53,223
Library	16,436
Training & Development	1,458
Tied Funds Payments	969,274
Short Term Relief	87,925
Administration & Office	96,444
Canteen Payments	0
Utilities	61,547
Maintenance	66,386
Trust Payments	2,711
Capital Programs	0
Total Payments	1,515,671
Balance carried forward	1,170,801

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,246,131
Appropriation	1,196,956
Sale of Goods and Services	0
Grants and Contributions	49,175
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-394,579
Recurrent Expenses	-394,579
Employee Related	-257,150
Operating Expenses	-137,429
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	851,552
Balance Carried Forward	851,552

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The Annual Financial statement was prepared in accordance with the directions issued by the Department of Education. Funds allocated for casual relief and some programs were not utilised as planned due to the lack of casual staff throughout the year. Some costs were not finalised until late in the year due to the changeover from OASIS to SAP.

Items that are awaiting payment for end-of year purchasing include:

School sign – \$26000

Shelving – \$1220

Photocopier – \$12000

Sunshades – \$25000

Internet cabling – \$14770

Fitness equipment –\$5000

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,142,249
Base Per Capita	107,140
Base Location	82,679
Other Base	3,952,429
Equity Total	1,158,706
Equity Aboriginal	235,832
Equity Socio economic	592,169
Equity Language	4,007
Equity Disability	326,698
Targeted Total	625,451
Other Total	729,251
Grand Total	6,655,656

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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.

2017 Year 3 literacy results saw an increase in the numbers of students in the top two bands in writing and grammar and punctuation compared with 2016 results. Highlights include:

- 26.7% Aboriginal students achieved band 5 results in writing,
- 6.3% Aboriginal students achieving band 6 in spelling
- 13.3 % Aboriginal students achieving band 6 in

grammar and punctuation

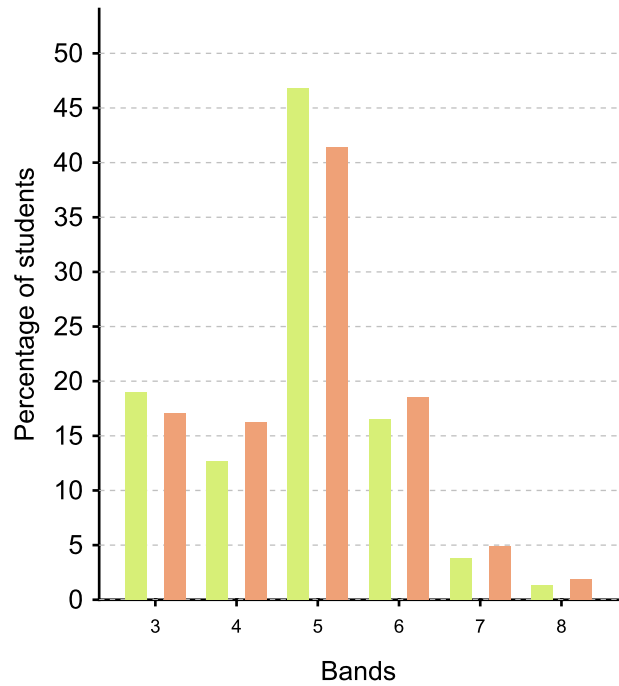
- 59.5% Year 3 students were greater than or equal to expected growth in the area of spelling

Year 5 literacy results saw an increase in the numbers of student achieving bands 7&8 in writing and spelling compared with 2016 results. Highlights include:

- 21.9% girls achieved bands 7&8 in grammar and punctuation
- boys (19.3%) out performing girls in reading (6.6%) in the top bands
- girls (21.9%) outperforming boys (17%) in spelling in the top two bands

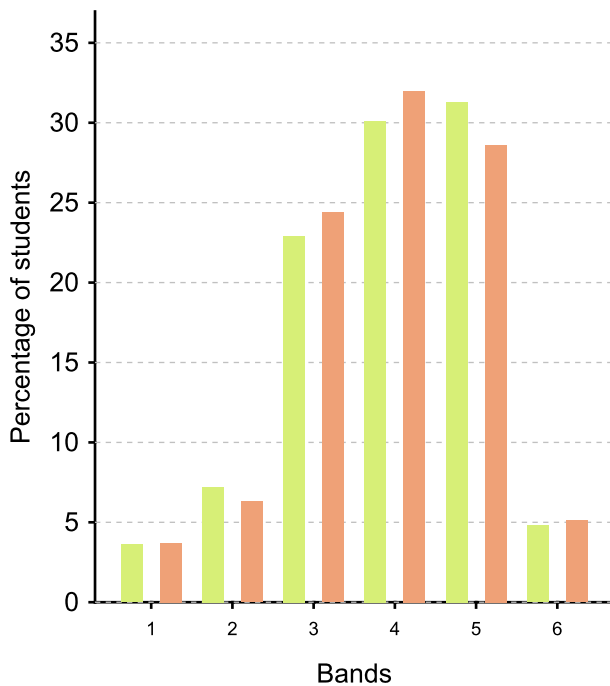
Percentage in bands:

Year 5 Writing



Percentage in bands:

Year 3 Writing



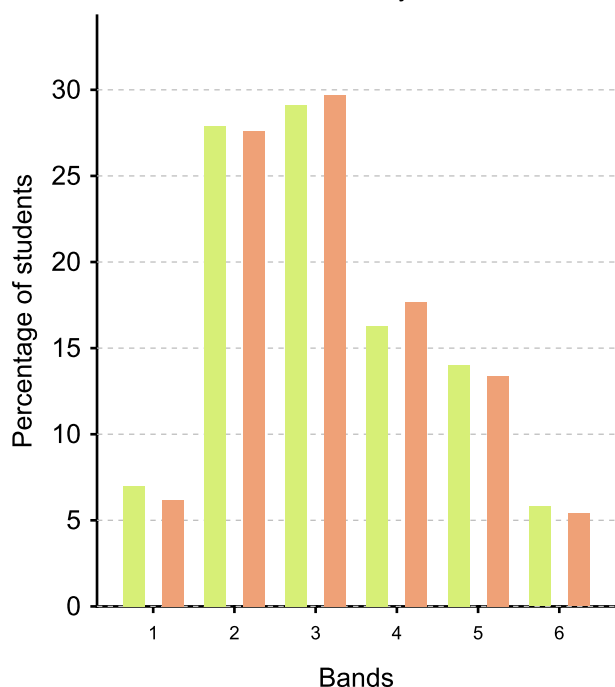
Percentage in Bands
School Average 2015-2017

Year 3 numeracy results showed an increase in the number of students achieving in the top two bands in comparison to 2016 data from 17.2% to 19.8%. Most significant was the increase in the number strand from 15.8% to 18.6%.

Year 5 students showed an average scaled growth score of 78.7 in numeracy with a slight increase in the number of students achieving in the top two bands from 6% in 2016 to 9.4% in 2017.

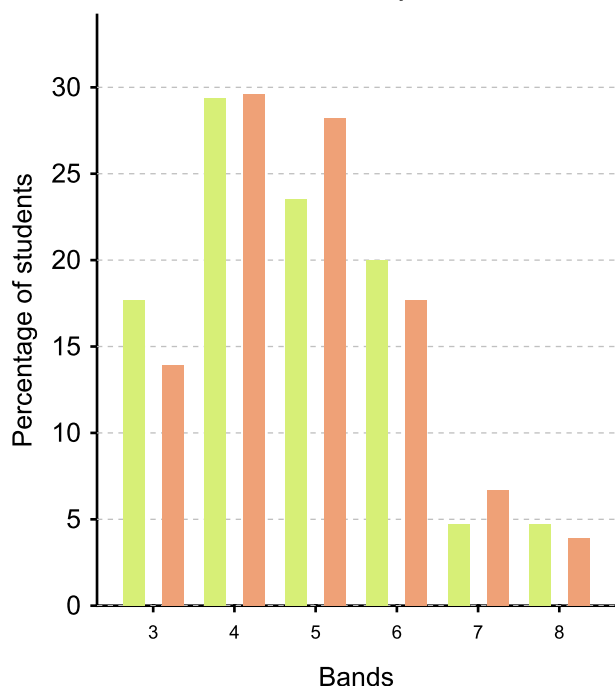
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

Improving Aboriginal education outcomes for students schools are required to report on their student performance for the top Two NAPLAN bands for reading and numeracy.

- In Year 3 there were 6.3% Aboriginal students in the top two bands for reading and 6.3% for numeracy
- In Year 5 there were no Aboriginal students in the top two bands for either reading or numeracy

Parent/caregiver, student, teacher satisfaction

Each year the school seeks feedback from students, staff and parents about the school. Feedback was sourced in preparation for the development of the new school plan in the areas of learning and improving. School-based surveys, interviews, video diaries and focus groups were undertaken to elicit responses. There was a positive return response to the introduction of electronic links to surveys for parents. The electronic/SMS link was a P&C suggestion.

In response to the question, 'Is there anything getting in the way of our school improving?' the following areas were identified and considered for 2018 planning:–

- 29.03% staffing
- 9.68% class resources
- 3.23% subject choice
- 0% opportunities for students
- 22.58% other

In response to questions about learning,

- 80% primary students said that their teacher helps them learn
- 73% primary students said their teacher was fair
- 60% primary students said they learnt a lot in their class
- an overwhelming number of primary students believed that being a good learner meant being a good listener
- students don't have a clear understanding of what feedback is or the language to talk about it

A review of student uniform commenced with initial data reflecting 50% satisfaction with the girls' summer uniform and 87% satisfaction with the girls' winter uniform.

Policy requirements

Aboriginal education

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

- employ 2 additional Aboriginal workers to provide in-class support to students, cultural advice for teachers and community liaison in primary classes
- engage all students in learning experiences for NAIDOC week including a highly successful visit by NRL Parramatta and local footballer Bevan French
- implement a cultural day by visiting company

Koomurri Incursion involving the whole school in cultural activities and showcasing student talent in a combined school concert

- implement an inaugural art competition for students from the Sapphire Community of Schools displayed Inverell library and organised by Ross Hill staff Mrs Evans and Mrs Walburn and sponsored by Armajun Aboriginal Health Service
- provide tutoring for identified students using effective research-based programs MiniLit and MultiLit
- provide a brain-based intervention program for senior students (Fast ForWord) to improve literacy achievement and reduce auditory processing disorders

Multicultural and anti-racism education

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

Harmony Day was acknowledged and class activities offered to promote and educate students about racism and diversity. Senior students also participated in an Asian cultural day at the conclusion of their country study with community members leading cooking demonstrations and cultural activities. Students had the option of coming dressed in clothing particular to their country of study and students were able to share a Chinese lunch meal together.

Ross Hill Public School has 2 anti-racism officers who support students with concerns and liaise with staff as required.