

Rouse Hill Public School

Annual Report



2017



3008

Introduction

The Annual Report for 2017 is provided to the community of Rouse 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.

Alison Filipic

Principal

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Message from the Principal

2017 proved to be a momentous year for Rouse Hill Public School. We celebrated academic, sporting and creative arts achievement. The quality of programs offered at Rouse Hill Public School reflects the dedication and commitment of the teaching and administration staff. The school community shares a commitment to providing a caring, safe and respectful learning environment. The school maintains a strong focus on student wellbeing and continues to offer a variety of programs that promote positive relationships. We maintained high expectations of our staff and students, with all of us working cooperatively to achieve the best possible educational outcomes for each individual student.

Rouse Hill Public School prides itself on fostering a positive and caring learning environment where each child is recognised and supported for his/her individual learning needs. In 2017, our school implemented a school wide targeted teaching project to interrogate whole school, stage, class and student data, adapting teaching and learning programs to assist students to achieve their learning goals. As a result, teachers are designing curriculum to engage students as they strive for every student to achieve one year's growth for one year's input.

As a school community we continued to promote a sense of belonging and connectedness to the school. Our school worked in close partnership with parents and carers through decision making processes and active involvement in a range of school activities. Our community input in the development of the school vision statement and strategic outcomes for the 2018–2020 school plan is a testament to the ongoing growth and development of the school across a variety of identified aspects. Thank you to the school community for your invaluable input.

Our staff is committed to continuous improvement, with student learning always the focus. This year the deep sustained learning on formative assessment and visible learning has provided the impetus for professional learning. As a result of this we have seen significant changes in pedagogy across the school. I congratulate our highly qualified and hard-working staff who have provided such a quality education for our students.

I commend the work of our students, staff and community and look forward to another highly successful year in 2018.

I am the very proud Principal of an outstanding school and I look forward to continue leading the school towards excellence in the coming years.

Alison Filipic

Message from the school community

2017 was another big year for Rouse Hill Public School and the P&C. The biennial spring fair was held in September. Thank you again to the generosity of our school community who contributed to raising a massive \$18,000. We are looking forward to spending the 2017 spring fair money in part updating the library which is the hub of learning for the school.

The 2016/2017 financial year saw the P & C purchase the shade structure over the playgrounds providing much needed sun protection for our children. In addition, in 2017 the P&C subsidised the cost of netball shirts, rugby league shirts, dance costumes as well as the usual support of representative sport expenses.

I can't wait to see what we can achieve together in 2018.

"In all we do, we do our best."

Fiona Gregory RHPS P&C President

Message from the students

This year has been a great success as many of us have represented our school in sports, drama, dance, choir, debating, chess and public speaking just to name a few. Everyone should be proud of what they have achieved this year inside the classroom and out.

We believe some of the highlights of this year were getting to work with our friends during Mini fete, mixing with other kids during Peer Support and getting buddies and being good role models for them. Year 6 camp was an unforgettable experience as there were many great activities such as canoeing, sailing, high ropes, archery, low ropes and abseiling just to name a few. Many of us were out of our comfort zone while doing these activities.

This time last year we were just about to find out that we would be the 2017 School Captains, now our last year of primary school is nearly over. We would like to take this opportunity to thank you all for being unforgettable friends and class mates. These are the years that we will all look back on, all of the memories we have had at Rouse Hill PS.

On behalf of Year 6 we would like to thank all of the teachers and staff members at Rouse Hill PS.

Logan Abbey and Alessandra Valle

2017 School Captains

School background

School vision statement

The educators at RHPS believe that it is our collective responsibility to ensure every child will:

- :Be a safe, respectful learner
- :Be an active contributor to their learning environment
- :Achieve
- :Develop resilience and the ability to successfully cope with change
- :Be reflective, purposeful, engaged and motivated learners
- :Be able to transfer/apply their skills and knowledge to new situations
- :Value cultural differences
- :Become a global citizen with a life– long love of learning.

We will empower our students by:

- :Leading by example
- :Facilitating quality teaching and learning programs
- :Fostering a positive and accepting classroom climate
- :Differentiating learning experiences so that all students can access the curriculum equally
- :Setting high expectations to ensure each student strives to reach their full potential
- :Empowering students to actively problem solve and develop a positive self–image
- :Maintaining collaborative partnerships and collegial networks with the wider community
- :Providing our teachers with professional learning to ensure that they are always/at all times at the cutting edge of education
- :Maintaining highly visible, dynamic and collaborative leadership

School context

Established in 1875, Rouse Hill Public School relocated to our current site in 2003. Our school has sustained a lot of exciting change over the past years. As well as mainstream classes we have a support unit within our school which caters for students with a range of disabilities. Parents, staff and community members work together with the view that our central focus remains on strengthening in each child independence, citizenship, honesty and academic excellence. All students at Rouse Hill Public School are given the opportunity to learn Mandarin. Rouse Hill Public School is one of 4 Bilingual Public Schools operating in NSW. Our overarching goal is to ensure Rouse Hill Public School remains the school of choice for local residents. As our motto suggests, 'In all we do, we do our best'. Extra–curricular activities are varied and aim at enriching the school experience for our students. Activities include choir, dance, debating, public speaking, gardening and chess. Opportunities exist for students in the area of school leadership. An active Student Representative Council works with the teaching staff and local community and aims to give students a voice and an opportunity to participate in the operation of our dynamic school. Rouse Hill Public School is also known for our many sporting achievements. Students regularly excel in swimming, cross country and athletics. Many of our students progress to regional competition level and some students have represented Rouse Hill Public School at state and national level. Learning partnerships exist with other schools in the Rouse Hill Learning Community; Rouse Hill High School, Ironbark Ridge Public School, Sherwood Ridge Public School, Kellyville Public School and Beaumont Hills Public School. Our core focus is to ensure that continuity of teaching and learning exists for all students in the Rouse Hill area.

A strong and involved P and C provide ongoing and active support to the school.

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.

The results of this process indicated that Rouse Hill Public School is excelling in the elements of Curriculum (Learning element), Assessment (Learning element), Reporting (Learning element) and Management practices and processes (Leading element).

Learning

Rouse Hill Public School consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development, and enabling the school community to develop and strengthen positive relationships. Rouse Hill Public School is a 'Kidsmatter' school. The rich professional learning opportunities, along with the refinement of structures and practice, has allowed the school to identify and evaluate the effect of wellbeing on student engagement and achievement. The 'Kidsmatter' framework has provided the opportunity to place a spotlight on mental health and nurture the relationships, which underpin the positive climate for individual and collective success. The Social and Emotional Learning (SEL) implemented through 'You Can Do It!' has been instrumental in understanding and creating, teaching and learning experiences that maximise the opportunity for all students to reach their potential. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimal conditions for student learning.

Rouse Hill Public School continues to provide programs and teaching pedagogies that develop the skills and understandings of our students. Curriculum delivery integrates technology, library and information services. The school continues to use current research to inform pedagogical practices. Assessment and reporting processes are continuing to develop the student's use of reflection on their learning. Explicit feedback from teachers guides future learning. Parents are welcomed and encouraged to work in partnership with teachers to set goals for their children, monitor their progress and are provided with opportunities to understand how they can effectively support their children. Teacher Professional Learning is a key focus at Rouse Hill Public School where there is a whole school commitment to strengthen and deliver on learning priorities. The aim is to ensure excellence in the delivery of quality teaching and learning programs in all classrooms to every student.

The school has established strong partnerships with other schools across the Kellyville Community of Schools network (Kellyville CoS) as well as the Bilingual Schools Network to enhance curriculum development and pedagogical practice. Our school provides extra–curricular learning opportunities that are significant and support student development. These include opportunities in dance, drama, music and sport.

The results of this process indicated that in the School Excellence Framework domain of Learning, Rouse Hill Public School is excelling in the elements of Curriculum; Assessment; and Reporting. Rouse Hill Public School is sustaining and growing in the elements of Learning Culture; Wellbeing; and Student Performance Measures.

Teaching

In the domain of teaching, our focus has been on collaborative practice for staff members with professional learning and development using evidence informed practice as a focal point. Teachers work together to improve teaching and learning in their year groups and stages. The school has embedded explicit systems for collaboration to drive and sustain ongoing, school–wide improvement in teaching practice and student outcomes. Peer observations and feedback on teaching strategies and performance continue to enhance professional practice.

Targeted Teaching meetings are being effectively implemented where teachers regularly review a range of data sources and determine the future learning needs of each student. Teachers are actively engaged in planning the learning for their students in five weekly cycles catering to the needs of all students. Case management is used as a tool to ensure an explicit focus on providing a supportive forum for classroom teachers to collaborate and make adjustments to teaching and learning, striving for continual improvement for all students.

This year teachers participated in strategic professional learning with a specific focus on visible learning. All teachers have identified visible learning as a goal in their Performance and Development Plan. Teachers are provided with

opportunities to give and receive planned constructive feedback from peers and school leaders to improve teaching practice. Processes are in place to provide formal coaching support to improve teaching and leadership practice. Executive team leaders participate in regular professional conversations with a principal mentor. Teachers collaborate within stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. PLAN data is collected across the school and is used to guide future teaching, target interventions and focus the differentiation of teaching. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. The staff draw on and implement evidence-based research to improve their performance and development. In particular, the research of John Hattie, Lyn Sharratt and the Centre For Education Statistics and Evaluation (CESE) inform professional learning and school planning.

The results of this process indicated that in the School Excellence Framework domain of Teaching, Rouse Hill Public School is sustaining and growing in the elements of Effective Classroom Practice; Data skills and use; Professional standards; and Learning and development.

Leading

In the domain of Leadership, our priorities have been in school planning, implementation and reporting, leadership and management practices and processes. Parents and community members have the opportunity to engage in a wide range of school-related activities. The school is committed to the development of leadership skills in staff and students. The school's leadership strategy promotes distributed leadership and organisational best practice. Teachers are provided opportunities to develop leadership skills and enhance their professional growth in taking on leadership roles within our school. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. School events and assemblies are always very well attended. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. The school uses a variety of procedures to gather information from parents including surveys. Parent forums, learning goal meetings and the P&C are also avenues for the community to provide constructive feedback. The school plans are published on the school website, they are reviewed and improved in response to the Premier's priorities, Department of Education reforms and school evaluation completed each year.

The results of this process indicated that in the School Excellence Framework domain of Leading, Rouse Hill Public School is excelling in the element of Management practices and processes. Rouse Hill Public School is sustaining and growing in the elements of Educational leadership; School planning, implementation and reporting; and School resources.

Our self-assessment process will assist the school to develop our 2018 – 2020 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

Connectedness with the Community

Purpose

Our purpose is to be an integral part of the local community. The school highly regards all stakeholders and aims to be an active participant in locally run events. The school aims to encourage professional dialogue and links with our local community of schools. Links and cultural exchange with international sister schools is also a priority. Rouse Hill Public School aims to develop clear and effective local and global communication.

Overall summary of progress

The Wellbeing Framework has continued to provide the foundation to support students to connect, succeed and to thrive in all areas of school life.

Teachers have continued to build upon their prior learning by engaging in learning modules in KidsMatter. Through the enhancement of the positive behaviour plan (previously known as the anti-bullying plan), teachers gained an increased understanding to support students who experience challenges in their ability to manage complex situations.

The bilingual network has seen an increased participation from the four NSW Department of Education Bilingual Primary Schools. Previously, staff had met each other through attending conferences, however a bilingual schools network had not been formally established. Through this newly established bilingual network, a week long professional learning course saw the bilingual staff from all four schools participate in demonstration lessons, collaborative planning and curriculum discussions. Executive staff from each school also met to discuss future directions.

2017 saw 39 students and 14 adults (12 teachers and 2 parents) take part in the biannual China Overseas Cultural Study Tour. During this 10 day excursion, students and staff visited our Wujin Confucius Classroom Sister School for three days, with students and staff immersed in teaching and learning opportunities throughout the visit. The Confucius Website has continued to be enhanced and shared with local, national and global contexts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community members actively engaged in school planning and decision making meetings and forums will increase from roughly 10% to 60% by December 2017.	\$3 821 \$17 379.36 (2017 Community Consultation Funds used for learning goal meetings)	Over 85% of families participated in face-to-face learning goal meetings. Most parents who were unable to participate in face-to-face meetings, communicated with teachers via telephone conferences. Parent survey showed that parents feel the communication between home and school is a strength of Rouse Hill Public School.
Connections with local and global educational settings will increase from 3-4 opportunities a year to at least 10 opportunities a year by December 2017.	\$10 000 \$20 000 (Bilingual Schools Grant) \$20 000 (\$10 000 from Confucius Institute and \$10000 school funds)	Established Bilingual Schools Network with the four NSW DoE Bilingual Public Schools. Teachers and Executive staff engaged in professional learning and collaborative practice. China Overseas Cultural Study Tour reciprocal visit to Wujin Confucius Classroom Sister School. Two executive staff members travelled to Melbourne to visit three bilingual primary schools. NSW DoE Languages Bilingual Grant was used to build greater capacity within and across the school. Stage 3 students, staff and bilingual teachers built greater connections with local high school with combined lessons in Mandarin as well as transition to high school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Connections with local and global educational settings will increase from 3–4 opportunities a year to at least 10 opportunities a year by December 2017.</p>		<p>Kellyville CoS held a combined Term 3 Staff Development Day for all staff with professional learning provided to suit staff needs.</p> <p>Kellyville CoS Executive Staff meet twice termly to participate in collaborative discussions and professional learning regarding curriculum, changes in pedagogy and educational reforms.</p> <p>Students from the Support Unit visited the local shopping centre on a weekly basis as part of the Community Access Program, with students being responsible for purchasing ingredients as part of a cooking program.</p> <p>The RHPS Chinese Student Performance Group performed at the NSW Chinese Language Teachers Spectacular.</p> <p>Stage 2 and Stage 3 Bilingual Students participated in the Confucius institute China Day at Bonnyrigg High School. During this day students performed and participated in cultural activities.</p> <p>Two Mandarin teachers presented at the NSW Chinese Language Teachers Conference on CLIL, showcasing resources and how they apply this pedagogy to a bilingual program.</p>

Next Steps

- The school leadership team will continue to develop deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.
- Continue to use the new NSW Chinese K–10 syllabus and Key Learning Area syllabi for the teaching of Mandarin through CLIL pedagogy. Ongoing involvement in the confucius institute initiatives and programs.
- Plan for the 2019 China Cultural Study Tour including visits to our two sister schools: Ningbo and Wujin.
- Kellyville CoS continuing with professional learning opportunities for executive and staff.
- Ongoing collaboration with the Bilingual Schools Network through professional learning and network meetings.
- 2018 – 2020 School Plan to have Mandarin Bilingual as a Strategic Direction. With approximately 75% of our classes currently bilingual classes, priority must be given to further enhancing the Mandarin Bilingual Program at Rouse Hill Public School.



Strategic Direction 2

Quality Student Learning and Engagement

Purpose

Our purpose is to develop confident, creative and critical problem solving learners who demonstrate resilience and independence to pursue their potential as lifelong learners, leaders and informed global citizens. Students at Rouse Hill Public School will become successful learners who demonstrate engaged, focussed and self-regulated passion for learning.

Overall summary of progress

Teachers engaged in learning around literacy and numeracy where deep data analysis in a collaborative environment, supported decision making and planning of teaching and learning to support students.

A sustained focus on the development of teachers' skills and understanding to employ and embed a range of formative assessment strategies and have an increased understanding of visible learning, has been ensured through ongoing professional learning, sharing of practice through lesson observations and team teaching opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
~100% of Teaching and Learning programs will incorporate digital technology, differentiation, KLA integration and will feature Independent Education Plans and Behaviour Management Plans as appropriate by December 2017.	Nil	Differentiation was a focus in Targeted Teaching meetings with stage teams differentiating class programs to cater for individual student needs. IEP's and BMP's were completed based on student needs. KLA integration was facilitated through professional learning.
~100% of students at Rouse Hill Public School will engage in annual Peer Support, Anti-Bullying, social skills and Resilience programs by December 2017.	\$11 821 (Wellbeing) \$10 000 (KidsMatter)	Peer Support Lessons led by Year 6 Peer Support Leaders occurred throughout the year and the Kidsmatter Framework continued to be used by staff to tie our wellbeing programs together and facilitate for additional learning in positive mental health. Parent workshops on anxiety were positively received and the Kidsmatter launch day was a success.
~Growth for all students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments.	\$5000 (English) \$5000 (Mathematics)	Rouse Hill Public School achieved greater than or expected growth for reading, spelling, grammar and punctuation and numeracy in both Year 3 to Year 5 and Year 5 to Year 7. (Writing was not applicable).
~100% of students achieving cluster level benchmarks in literacy and numeracy using PLAN.	\$70000 (targeted teaching)	Staff programed in 5 weekly blocks for English and Mathematics throughout the year. One day was allocated every five weeks for stage teams to work together to interrogate student data and adapt teaching practices to suit student needs. Parents participated in individual learning goal meetings with the class teacher. 100% of students had one or more learning goals in 2017.

Next Steps

- The school will continue to use PLAN data, NAPLAN data, PAT test data and internal school measures to create a strong profile around student progress and measure growth with a focus around one year's growth for one year's learning.
- Regular scheduled times for collaboration of teachers to analyse student data as part of the Rouse Hill Public School targeted teaching initiative will drive the school's goals to support the Premier's priority of increasing the number of students in the two NAPLAN bands in reading and numeracy by 8%.
- Numeracy instructional leadership (0.2 position) to focus on sustaining NAPLAN growth in Numeracy.
- A continued focus on formative assessment and the development of visible learning in all classrooms through ongoing professional learning and collegial support through the use of the QTSS allocation.
- Further develop consistency in the use of visible learning strategies through ongoing professional learning and engagement in research. Providing students with the ability through visible formative assessment strategies such as learning intentions, success criteria and bump it up walls, to articulate what they are learning, why they are learning and how they know when they are successful.
- Language, Learning and Literacy (L3) to continue implementation for the second year in Kindergarten, and for any new stage one teachers.



Strategic Direction 3

Building and Developing Professional Capacity

Purpose

Our purpose is to promote, build and sustain the professional learning of all staff members by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current school performance in order to enhance student outcomes. At Rouse Hill Public School we will enable local school decision making processes to optimise learning opportunities for students.

Overall summary of progress

The school has maintained its focus on the continuous professional learning of all teachers. In 2017, teachers engaged in professional learning at their individual point of need, in teams and as a whole school.

Early Career Teachers and new teachers to Rouse Hill Public School participated in an induction and mentoring program. Early Career Teachers participated in professional learning with their supervisor, mentor, buddy and induction coordinator.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
~100% of newly appointed teachers to Rouse Hill Public School will participate in Induction Programs that cater for their level of need by December 2017.	\$39 883	All Early Career Teachers participated in Induction Programs which consisted of in class support and mentoring, professional learning and collaborative conversations and collegial support.
~All staff have individual professional learning plans with specific goals that guide the development of their professional practice and capacity to improve student learning.	\$42 275	Staff were surveyed regarding their professional learning needs and differentiated sessions were planned across the year. The school leadership team participated in executive coaching and mentoring with principal mentor in five weekly cycles.

Next Steps

- Support for teachers in the implementation of visible learning and formative assessment strategies will be delivered through collaborative, professional learning circles. Across stage groupings will allow for greater collaboration and increased sharing opportunities.
- QTSS funding to be used to support staff, with stage leaders working within classrooms in team teaching and mentoring roles based on staff identified learning needs
- Early Career Teachers to continue to participate in beginning teacher induction and mentoring programs.
- All staff to align their PDP's with the Australian Professional Standards for Teachers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5 278	Aboriginal students and families worked together to create personalised learning plans (PLP) through goal setting interviews. All students are showing progress across all aspects of both the literacy and numeracy continuum.
English language proficiency	\$26 193 (0.4 EALD Position) \$28 821 (Flexible Funding)	Phase 1, Phase 2 and Phase 3 students received EALD in-class support on a needs basis. EALD support was also utilised in K-2 classrooms to support students during L3 activities to further develop their early literacy skills.
Low level adjustment for disability	\$101 574 (Full time LaST position) \$54 147 (SLSO support for mainstream students)	All students who require adjustments and accommodations are catered for within class programs and other whole school strategies with individualised learning plans and targeted support. SLSO's provide in-class support in mainstream classrooms where required. The learning support team meets weekly and utilises a case management approach to assessment and planning.
Quality Teaching, Successful Students (QTSS)	\$55 967	Teachers engaged in lesson observations, debriefs and collaborative teaching within their own stage and across stages. Time was allocated to support teachers to have professional conversations to critically reflect on their teaching and to work towards their goals as outlined in their Performance and Development Plans.
Socio-economic background	\$38 002	Funding allocation within the school allowed for an increased level of support for teachers to work collaboratively to unpack student data as part of the targeted teaching initiative. This was supported through the cost of relief teachers to allow staff to work in stage teams for one day every five weeks. All class programs are differentiated and written to cater for students needs.
Support for beginning teachers	\$39 883	All beginning teachers receive additional support and allocated release from face to face teaching in their first two years. Mentoring support, and opportunities for lesson observations were key features of this support. Beginning teachers also took part in a comprehensive induction program.
Targeted student support for refugees and new arrivals	Nil	100% of New Arrivals and Phase 1 students received individual targeted EALD support in addition to EALD classroom support.
Mandarin Bilingual/ LOTE Programs	\$20 000	Two executive staff visited three bilingual schools in Melbourne to enhance collaboration. Mandarin teachers participated in a week long professional learning opportunity provided through the establishment of the bilingual network.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	408	398	367	345
Girls	399	352	327	316

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	95.5	95.6	95
1	96.1	94.5	94.6	94.7
2	94.9	95.8	95.3	94.4
3	94.9	94.8	94.6	94.5
4	95.3	94.7	94.8	95.2
5	95.3	95.4	94.7	95.8
6	94.7	93.7	93.6	94.7
All Years	95.3	94.9	94.7	94.9
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	25.08
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	7.26
Other Positions	4.4

*Full Time Equivalent

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

At present there are some staff members of Aboriginal or Torres Strait Islander background employed at Rouse Hill Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Teacher professional learning is viewed as a key element in ensuring all teachers are continually engaging in research and have the opportunity to reflect collaboratively and individually on their professional practice. Professional learning is closely aligned to the school's strategic directions.

In 2017 teachers engaged in learning around targeted teaching and visible learning. Teachers engaged in targeted teaching stage groups as a means of supporting one another to make evidence based decisions to teaching and learning programs in five weekly cycles.

KidsMatter modules continued to be delivered to staff through professional learning. Nine staff members participated in Choice Theory Basic Intensive Training.

The Year 1 and Year 2 teachers continued to participate in L3 professional learning and received mentoring support from the L3 trainer as part of their second year consolidation. All Early Stage One teachers engaged in regular professional learning throughout the year as a key element of the L3 implementation across Kindergarten.

Currently 16 teachers are accredited at proficiency level. In 2016 two teachers commenced work towards gaining accreditation at highly accomplished level and were supported through the Leadership Development Initiative. Two other teachers commenced work towards gaining accreditation at lead level through the Primary Executive Support Group Leadership Exploration and Development (PESG LEAD) Program. One teacher completed the NSW Primary Principal's Association Principal Leadership Program.

The Kellyville Community of Schools network provided a combined staff development day in Term 3 with workshops catering to the different needs of all staff. The executive team participated in regular meetings to foster greater collaboration and sharing of data and resources across the community of schools.

Two members of staff completed the Professional Certificate in Instructional Leadership through Melbourne Graduate University and one staff member completed their Professional Certificate in Positive Education.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	317,490
Revenue	6,258,227
Appropriation	5,945,658
Sale of Goods and Services	-2,375
Grants and Contributions	309,652
Gain and Loss	0
Other Revenue	0
Investment Income	5,292
Expenses	-6,140,743
Recurrent Expenses	-6,140,743
Employee Related	-5,533,276
Operating Expenses	-607,467
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	117,485
Balance Carried Forward	434,975

Rouse Hill Public School's expenditure is allocated to ensure the efficient operation of the school and to ensure the strategic directions of the school plan are adequately resourced. Review of the budget occurs on a regular basis.

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	4,185,579
Base Per Capita	108,821
Base Location	0
Other Base	4,076,758
Equity Total	265,832
Equity Aboriginal	5,278
Equity Socio economic	38,002
Equity Language	66,830
Equity Disability	155,721
Targeted Total	540,741
Other Total	685,734
Grand Total	5,677,886

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.

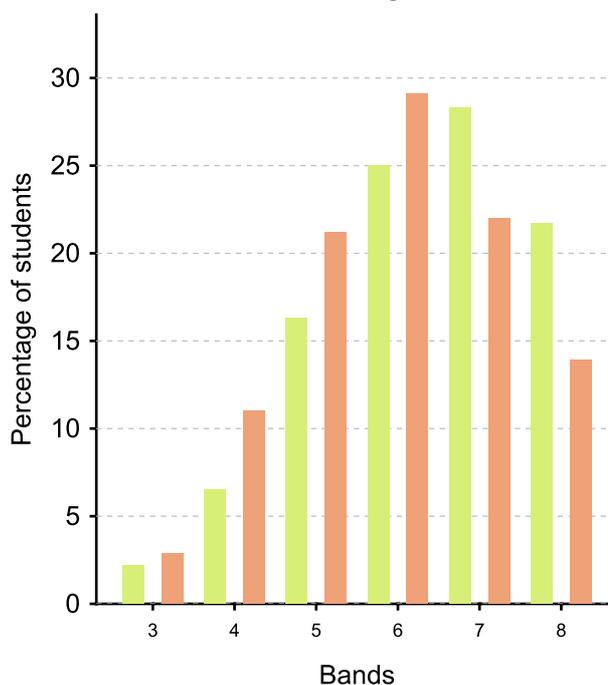
School performance

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 NAPLAN data shows growth in the top 2 bands for literacy for both Years 3 and Year 5. Students are showing increasing growth in reading, with Year 5 student performing significantly above state average. Writing is to be a focus area for the 2018–2020 school plan with the majority of students performing in the middle bands for both Year 3 and Year 5. 69.3% of Year 5 students made equal to or greater than expected growth in spelling. There has been a rise in Year 3 students performing in Band 6 for Grammar and Punctuation, with Year 5 students performing significantly above state average.

Percentage in bands:
Year 5 Reading



2017 NAPLAN data shows significant growth in Numeracy with 82.8% of Year 5 students achieving greater than or equal to expected growth. This is an improvement of 36.8% from 2016 NAPLAN data. Year 3 students have shown progress in Numeracy and are on par with state average. More Year 3 students have performed in band 6 in 2017 than in 2016. Data, Measurement and Geometry data indicates that almost double the number of students performed in the top band in 2017 (23.1%) compared to 2016 (12.9%). 39.6% of Year 5 students performed in the top 2 bands for Data, Measurement and Geometry. There has been an increase of 13.8% of Year 3 students performing in the top 2 bands in number, patterns and algebra in 2017 compared 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.

As part of the school data collection, parents completed a survey to give their perspective of different aspects of Rouse Hill Public School.

The areas of strength identified by parents are:

- Positive Behaviour for Learning (PBL) and Student Wellbeing Programs (68%)
- Teaching staff at Rouse Hill PS (63%)
- Communication between home and school (62%)

The feedback received in 2016 identified reporting to parents as an area of future development which resulted in a new report template being implemented K–6 in 2017. There has been a significant increase in positive feedback regarding the new report templates in 2017.

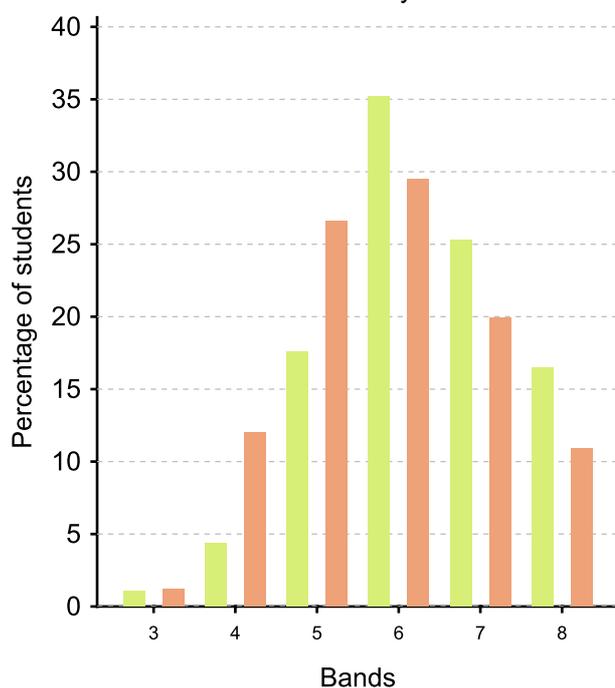
An area for future development identified by parents and students is the Mandarin Bilingual and Mandarin LOTE (Languages Other Than English) program. The feedback received has been used to determine the strategic directions for our 2018–2020 school plan, with Growth in Mandarin being addressed through Strategic Direction 3.

Staff were surveyed throughout 2017 in regard to Professional Learning needs and Wellbeing programs operating at school. Results of both surveys informed future planning and direction in each of these areas.

Students in Stage 3 completed the student Kidsmatter survey in 2017, a Mandarin Bilingual/LOTE survey as well as other school based surveys. Data gathered from these surveys assisted in informing school planning decisions.

Percentage in bands:

Year 5 Numeracy



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.

Rouse Hill Public School has set the target for an 8% increase in the top two bands in both reading and numeracy in line with the Premier's priority. Teachers engaged in the deep analysis of SMART, PLAN and internal school data to identify the explicit needs of students. Strong collaborative practice has been adopted to support the achievement of this target. Teachers worked together every five weeks to develop skills to access and analyse data and identify what strategies need to be put in place to support student growth for a target of a minimum of one year's growth for one year's learning for all students.



Policy requirements

Aboriginal education

Aboriginal perspectives are integrated across many Key Learning Areas to raise student awareness of Aboriginal culture and heritage to promote mutual respect and understanding. At Rouse Hill Public School we observe the protocol of acknowledging country at each assembly and all special occasions.

Teachers are aware of the Aboriginal Education Training policy. All staff have a greater understanding of how to authentically integrate Aboriginal learning styles into everyday classroom practice using the Aboriginal Education – Eight Ways Teaching and Learning Pedagogy. Aboriginal perspectives are embedded through integrated English, History and Geography units incorporating the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and culture.

Personalised Learning Plans (PLPs) are completed for all Aboriginal students to support their educational outcomes and set goals for their learning.



Multicultural and anti-racism education

Harmony Day was celebrated on the 21st March and many students wore something orange to acknowledge their understanding and acceptance of cultural diversity. Teachers conducted lessons and activities in the classroom to emphasise the message behind Harmony Day.

The message of acceptance and tolerance is reinforced throughout the school at assemblies and in classrooms. Intercultural understanding is embedded in all Key Learning Areas. Multicultural perspectives are

embedded through integrated English and History/Geography units of work that incorporate the cross curriculum priority, Asia and Australia's engagement with Asia and the general capability of Intercultural Understanding.

English as an Additional Language or Dialect (EAL/D) students have been plotted on the EALD scales for English.

Other school programs

Learning and Support

Throughout 2017 the Learning Support Team met weekly to address the learning needs of children who were referred by their class teacher due to academic, emotional and/or social difficulties. The Learning Support Team includes the Learning Support Team Coordinator (Deputy Principal), the Learning and Support Teacher, the school counsellor, EAL/D, and Reading Recovery staff. The team uses a collaborative consultation approach to identify student needs and to develop individualised plans and goals. These plans may include the provision of additional academic support, social skills programs, support of School Learning Support Officers, facilitation of professional learning for school staff, and liaison with parents and outside agencies. This model allows the school to provide students with adjustments that allow equitable access to the curriculum.

Chess

Rouse Hill Chess Club has celebrated its thirteenth year and once again it was an exciting and successful one.

53 children of all ages learned the fundamentals of the game and enjoyed the support and encouragement of their peers. In addition, 27 players continue to develop advanced skills and strategies prior to playing competitive games in our school competition. Many of these children chose to compete against other schools in both individual and team events.

From within school competition, a Championship team plus two Intermediate teams were selected to compete in the NSW Junior Chess League Primary Chess Teams Competition: Sydney West Blacktown Zone. They each played ten rounds after school on a Friday throughout Term 2. Our teams placed competitively in their respective draws against up to nine schools each. Congratulations to Aaron, Jaye, Callum and Sean who finished strongly in the Championship grade point score.

Significant improvement in the skills of Team B (Ryan, Logan, Sienna and Danielle) and Team C (Aadithya, Austin, Ben and Akshaya) over the year enabled them to gain 4th and 7th in the Intermediate competition rounds.

Rouse Hill Public School fielded five teams at the NSW One-Day Tournaments, Sydney West in early November. Our 5 teams each played 7 games over the

day. Three Rouse Hill teams placed 10th, 11th and 12th in a pool of 27 schools. Once again our Rouse Hill students were commended for their respectful behaviour and excellent team spirit.

Student Leadership

Opportunities are provided at Rouse Hill to develop and foster leadership capacity in our students. The school has an active Student Representative Council (SRC) consisting of class representatives from years 2 to 6 and the school leaders (captains, vice captains and prefects). The SRC focusses on community service and working cooperatively to generate school improvements for the students. In 2017 the SRC actively supported the Oxfam, Beanies for Brain Cancer, The Leukaemia Foundation and Operation Christmas Child. 2017 also saw our senior leaders participate in an overnight leadership camp at Brewongle Field Study Centre. The camp focussed on developing the skills of team work and leadership and was a huge success.

Debating

In 2017, our school was represented by two teams, one each in the Blacktown Debating Competition and the Premier's Debating Competition. Over 20 students tried out for debating, resulting in 8 Stage 3 students participated in these two teams. In Term 1, students in the Premier's team attended the Regional Debating Camp at Katoomba, with the Blacktown debating team attending the Western Sydney Debating Workshop to sharpen their skills in preparation for the challenges ahead.

2017 was a successful year for our debating teams, with both teams tasting success at various stages of their competitions. Students were taught valuable skills about debating, presentation and public speaking, and enhanced the reputation of Rouse Hill Public School through their excellent interpersonal skills and their sportsmanlike conduct. We look forward to continuing this success in 2018.

Ridges

Rouse Hill successfully competed against other Ridges schools in swimming, cross country and athletics. We are the current champion school in cross country.

Swimming

School Swimming Champions:

Junior Boy – Ethan F

Junior Girl – Sophia B

11 years Boy – Nicholas F

11 years Girl – Esther B

Senior Boy – Dylan M

Senior Girl – Ella T

Swimming Zone Champion/s:

11 years Girl Age Champion: Esther B

Cross Country – Ridges Zone Champion School

Cross Country Zone Champion/s:

11 years Girl Age Champion – Chelsea O

11 years Boy Age Champion – Jayeola S

Athletics – 4th place in the Ridges Zone

School Athletics Champions:

Junior Boy – Adam M

Junior Girl – Skye A

11 years Boy – Jayeola S

11 years Girl – Chelsea O

Senior Boy – Jayden I

Senior Girl – Grace F

The Premier's Sporting Challenge

The Premier's Sporting Challenge includes a range of initiatives with one common purpose – to have more students, more active, more of the time! The Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. Our school once again participated in the Premier's Sporting Challenge in 2017. Students were able to log time spent in a range of sports, movement and recreational activities during lunch times, school sport programs, class time, after school and/or weekend physical activity. All students received an individual, personalised certificate from the Premier of New South Wales.

Sport is a valued and accepted part of our school's curriculum because it contributes to the development of the whole child.

Individual Student Achievement

Individual student achievements were exceptional, with students representing Ridges, Sydney West and New South Wales in a multitude of sports. They were:

Jack T: Ridges Rugby League, Ridges Touch Football, Sydney West Rugby Union, NSW Rugby Union

Luke B: Ridges Rugby League, Ridges Touch Football, Sydney West Rugby Union

Tyson P: Ridges Rugby League, Ridges Softball, Joel W, Ridges Cricket, Sydney West Cricket

Logan A: Ridges Softball, Sydney West Softball

Ethan G: Ridges Softball

Ryan B: Ridges Softball

Dylan M: Ridges Soccer

Joel N: Ridges Touch Football

Lachlan C: Ridges Rugby League, Ridges Touch Football

Nicholas F: Ridges AFL, Sydney West AFL, Sydney West Water Polo

Luke O: Ridges AFL

Daniel S: Ridges AFL

Jonathon T: Ridges Soccer, Sydney West Soccer

Jayeola S: Ridges Soccer

Alessandra V: Ridges Soccer, Sydney West Soccer

Lauren T: Ridges Soccer

Tanika S: Ridges Netball

Bailee U: Ridges Softball, Sydney West Softball

Abigail D: Ridges Soccer

Esther B: Ridges Netball

Amelia H: Ridges Softball

Danielle F: Ridges Softball

Choir

This year the Senior Choir performed at the Hills Festival where they were a part of a mass choir, working collaboratively with over 130 students from 5 other schools to sing cohesively, as well as taking on different melodies and parts during each song performed. Two of our students were lucky enough to be soloists during this time. The Signing Choir continued to excel with a total of 25 students participating in 2017. Students performed in the Rex Factor (Rouse Hill Public School Talent Show), impressing their audience with their inspiring presentation. The junior choir K–2 practiced several songs over the year and had around 25 participants.

Drama

In 2017 the Drama Club presented Disney's Mary Poppins. Our extremely talented cast and crew were made up of over 65 students from Stages 1 to 3 and some students from our support classes. The show was attended by over 500 patrons, making it one of the best supported extracurricular activities in the school. The students involved rehearsed tirelessly in their free time to learn songs, dialogue and dance moves. Along the way they made many friends and built strong relationships with other students and teachers. They learnt many new skills that will stand them in good stead as they grow at Rouse Hill Public School or move on to high school. The drama teachers are extremely proud of the effort and poise of the students involved

either on stage or behind the scenes.

We continued to build relationships with our community, notably Rouse Hill Anglican College who provided us with a venue, including technical expertise and support, and Glenwood High School who donated our amazing sets for the production. This was an experience our students, teachers and audience members will never forget.

Visual Arts

Visual Arts has continued to be embraced at Rouse Hill Public School this year with again, all classes being invited to put forward samples of work in the hope of being selected for Operation Art. As such, four students had their work submitted for consideration for Operation Art 2017, a fabulous cause in support of Westmead Children's Hospital. In addition, this year students across the school were also given the chance to submit an exceptional piece of artwork for our Spring Fair that was then offered for sale to community attendees. This was quite a highlight for our children to have their work not only on display but for sale at the fair as well.

Music

The Concert Band, Guitar Group and Violin Ensemble continued to work hard this year to master their instruments and further develop their musicality to produce harmonious sounds. The violin students performed at the Sydney Opera House where they worked collaboratively with students from other schools to play the songs that they had been learning throughout the year. Our Acoustic Guitar and Band Program, consisted of Year 3 to Year 6 students. Both groups performed at various functions for the school this year including Open Day, Mary Poppins and the 'Evening of Music' showcase concert. Some of our senior students also participated in a Combined Band for the Rouse Hill High School MADD Concert. "

Dance

2017 proved to be another highly successful year for all of our dancers. This year, Stage One Dancers took on the role of the frightening Cruella De Vil and turned it into a strong, fun and bubbly performance. Stage One Dancers competed in various eisteddfods achieving highly commended at both the Opera House and the Ryde Eisteddfods as well as being awarded fifth place at the Hills Spectacular Eisteddfod in Dural.

Our Stage Two Dancers were split into the two roles of Alice and the Mad Hatter. Their dance encompassed a wide variety of dance styles from jazz funk to contemporary to suit the storyline based around the mad hatters tea party. Stage Two Dancers also competed in a number of eisteddfods this year, achieving highly commended at both the Opera House and the Ryde Eisteddfods. This group was also fortunate enough to perform at the Hills Festival at Panthers.

This year the Boys Dance Group consisted of 28 boys from Years 1–6. This was an exceptionally special year for the boys as this was the first time they were given

the chance to compete at the Sydney Eisteddfod at the Opera House. They performed brilliantly on the Opera House stage and did themselves and their school very proud. They also competed in the Ultimate Dance Eisteddfod and Hills Spectacular Eisteddfod achieving highly commended.

Our Senior Dance Group worked incredibly hard and put in enormous effort each week at rehearsals which resulted in pleasing results at numerous eisteddfods throughout the year. With an engaging routine based on the story of Romeo and Juliet, this talented group achieved a highly commended at the Sydney Eisteddfod at the Opera House and were awarded second place at both the Ryde Eisteddfod and the Hills Spectacular Eisteddfod. The Senior Dance Group auditioned for and were accepted to perform in the Sydney West –Synergy Dance Festival and the 2017 Schools Spectacular. The group also proudly performed at the annual Hills Music Festival at Panthers. Three of our talented senior dancers were accepted into "Dance Off Dance Camp", a regional dance camp that provides dancers with the opportunity to train in numerous genres under the guidance of some renown choreographers. All three of our dancers who attended the camp were recognised by the camp senior directors, each receiving special awards.

Jump Rope

The Jump Rope Team for 2017 showed enthusiasm and teamwork as they practised throughout the year. Many younger students asked to watch the boys and girls rehearse, inspired by the team's creativity with routines and skipping tricks. They've mastered the double dutch and eggbeater successfully and always encourage each other to try new skills. With Jump Rope For Heart being a biannual charity fundraiser, next year will see opportunities for team members to perform and run activities. Thank you to the students who showed commitment throughout the year.

Mandarin Bilingual

Our Mandarin Bilingual program has continued to make strong gains in 2017. We had a total of 16 Bilingual classes across K–6, including all Kindergarten classes, receiving up to 5 hours of Mandarin language learning each week, and an additional 9 classes receiving up to 1 hour of LOTE Mandarin language learning each week. Students are taught to read, write and speak the Mandarin language using both Hanzi and Pinyin. Lessons are delivered using the CLIL (Content Language and Integrated Learning) pedagogy, with students learning language and content simultaneously. Teaching and learning programs are delivered based upon History/Geography, Science, Health, Fitness, Music, Drama & Visual Arts content. The integration of technology and future focused learning has been well supported through the use of iPads and Project Based Learning.

In April, our school was fortunate enough to undertake an overseas study tour to China. We took 39 students and 13 teachers on a 10 day educational experience which promoted Chinese culture and language learning. We visited major landmarks and attractions

including the Great Wall, Forbidden City, Tiananmen Square, Pearl Tower and Summer Palace. As part of this tour we took the opportunity to strengthen our connections with our Sister School, Wujin Qing Ying Foreign Language School, with a three day visit to the school. We were very warmly welcomed by students and teachers, participating in lessons and activities, including a visit to a cultural park where students dressed up in traditional Chinese dress.

As a member of the Confucius Institute, we proactively supported not only the teaching of Mandarin language but also Chinese culture. In Term 4 for the first time, we held a whole school Chinese Cultural Day. Students had the opportunity to participate in a range of workshops including, music, tai chi/martial arts, bracelet making, calligraphy and paper cutting, culminating in a performance at the end of the day with lion dancing, tai chi and music. A highly successful and enjoyable day promoting Chinese culture.

Our Mandarin website continues to be regularly updated with teaching and learning programs and interactive activities, enabling other language teachers to access and utilise resources to support the delivery of quality Mandarin language learning.

Our Chinese Spectacular Group performed at the 2017 Chinese Language Teachers Spectacular – with students showcasing outstanding talent in drumming, tai chi and the guzheng. Teachers and students also attended and performed at China Day as part of the annual Confucius Institute celebrations.

We were fortunate enough to have volunteer teachers from both the University of Western Sydney ROSETTE program and the Confucius Institute to support and enhance our Mandarin language and Chinese cultural learning. The contributions of each volunteer have been invaluable, from collaborating with teachers, to assisting in language translation, developing resources and in class support.

Bilingual Schools networking opportunities were developed with all four Bilingual schools participating in teacher and executive meetings and reciprocal lesson observations. This developed strong connections and relationships between the schools for ongoing networking and collaboration.

Two members of the Senior Executive travelled to Melbourne to visit 3 Bilingual Primary Schools, to develop connections and observe best practice in language teaching. Language teachers were provided with a range of professional development opportunities through conferences from the Confucius Institute and Chinese Language Teachers Association NSW and an advanced CLIL course presented by Dr Russell Cross.