

Ross Hill Public School

Annual Report



2018



2997

Introduction

The Annual Report for **2018** 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 is committed to facilitating quality, research-based pedagogy to develop creative and critical thinkers to be successful in an ever-changing society.

Our professional staff will work together to create a harmonious learning environment where the diverse academic, social, emotional and cultural needs of all our students will be met through learning experiences that develop a positive, growth mindset.

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 620 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 2019 there are a total of 28 classes across the school. Twenty five 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning: we are Sustaining and Growing.

At Ross Hill, we are developing a school culture strongly focused on learning and success, underpinned by Visible Learning principles and high expectations for all students. Responsive to the individual learning needs of students, teachers plan accommodations, adjustments and challenges ensuring the quality implementation of a differentiated curriculum. Students with additional learning needs are well-supported through the Learning Support Team, personalised plans and parent consultation as embedded practices. Teachers collect evidence of learning and use it to inform teaching. School-wide practices for assessing, monitoring and reporting are becoming more consistent and student achievement and progress information is available to parents through school reports and parent-teacher interviews. A whole-school response to assessment is under discussion and review as a result of input from our Instructional Leaders and our School Development Day session on developing quality assessment. There is a planned approach to wellbeing so that everyone can connect, succeed and thrive. The You Can Do It! philosophy remains at the core of student wellbeing practices and the introduction of learning dispositions and mind frames have enhanced this further. Transition programs are reflective of our wellbeing practices with students supported at all entry and exit points of enrolment by fostering seamless transitions between schools by intentional consultation and information-sharing. School staff value the relationships that have been developed with families and improved communication has been an area of significant progress.

In the School Excellence Framework domain of Teaching: we are Sustaining and Growing.

Teachers are committed to implementing best practice in teaching and have strongly supported the directions of the School Plan. Teachers are actively engaged in professional learning targeted to school priorities, the needs of students

and to their own professional goals. This learning supports quality lesson planning and explicit teaching practices. A professional culture of trust exists with teachers collaborating to share curriculum knowledge and to analyse and evaluate data for insights into student learning with the support of Instructional Leaders and Impact Coaches. Teachers collect, analyse and respond to students' data, with data formally collected on student progress every five weeks. Teachers have been learning how to use the Literacy and Numeracy progressions to support their teaching. Across the school, there is expertise in data analysis and response. The Australian Professional Standards are used to monitor staff development and improvement and are being facilitated through all staff professional meetings. Due to the leadership of the Instructional Leaders, all staff are proficient in the teaching of literacy and numeracy. Coaching and mentoring and collaborative practice are strengths for the school. There is acknowledged professional expertise within the staff and this expertise is also recognised and shared within our wider community.

In the School Excellence Framework domain of Leading: we are Sustaining and Growing.

There has been an investment in building the capacity of leadership within the school and there are high expectations for professionalism and performance from all staff. The school plan is centred on improved capacity and practice and is evidence– and research–based. It has been the driver for successful change in the last four years. Effective school management process and practices have been developed, implemented, reviewed and refined in response to feedback. School resources have been used strategically to provide opportunities for improved student outcomes and to provide quality learning environments equipped with integrated computer technology. Purposeful staff deployment has enhanced curriculum choice and teaching innovation has had a positive impact on student wellbeing and engagement. The school is attractive and well–resourced and distributed financial planning and management is targeted to meet the planned school priorities. The school is a proactive member of the Sapphire Community of Schools which delivers benefit to the school and the community. Ross Hill Public is proud of its partnership with the community and seeks to support parent engagement and satisfaction through responsive, quality service delivery and communication.

At Ross Hill Public, we are fully immersed in sustaining and growing our school, with a shared vision for achievable excellence in the near future.

Our self–assessment and the external validation 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

Visible Learning

Purpose

To develop a culture of learning underpinned by current research where all students will be successful learners and every teacher will be an effective teacher; knowing their impact, open to self-reflection and seeking out ways to improve.

Overall summary of progress

The introduction of Visible Learning to enhance quality teaching was a major focus throughout 2018. Ross Hill employed an Impact Coach who led staff learning both at whole staff and classroom level. Staff have been working within their stage teams to unpack what it means for students to develop a deep understanding of Visible Learning. Video diaries and student voice data were analysed to assist with decision making. Senior students were engaged to explore and develop a Ross Hill Learning Pit poster featuring 'minions' and an Aboriginal cultural aspect to help students begin to develop a positive growth mindset. Fortnightly 'You Can Do It!' awards were revised to reflect learning and thinking rather than behaviour with learning behaviours identified and linked to the You Can Do It! habits of the mind. These awards are presented at whole school assemblies and the focus mindset is shared across the school through the day sheet and SENTRAL messages. Super hero masks and capes are worn by students who have demonstrated that they are using a growth mindset. When asked, students are able to talk about why they are wearing a cape and what their thinking has been. After the mid-year School Development Day, staff began to explore the impact of Learning Intentions and Success Criteria, and there are examples of these on display in many classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the percentage of students demonstrating active engagement with their learning.	Low SES funding permitted the employment of Impact coaches, a commitment to the Sapphire Community of Schools Alliance and funded Professional Learning with Corwin. \$614, 231	There has been a noticeable energy change within the school as the students have started to talk about their learning. Students who choose to wear the capes and masks are able to articulate their thinking and their actions in managing their engagement to class learning tasks. Major negative behaviour incidents in classrooms are minimal.
NAPLAN and school assessment data demonstrates expected growth.	Costings were contained in Literacy and Numeracy professional learning budget \$47, 387	Growth data was not as expected. There were significant discrepancies between classroom achievement and NAPLAN results. Aboriginal students NAPLAN results were overall higher than expected.
The Ross Hill Learning Pit will be displayed and increasingly used to support students thinking and understanding about learning from 2017 baseline data.	Poster printing, and professional learning costs were met through Low SES funding \$614, 231	The Learning Pit poster is displayed in all classrooms and other learning spaces. It has also been an effective tool in the office areas in talking to students about their mindset.

Next Steps

- * strengthen staff understanding of Learning Intentions and Success Criteria
- * develop staff knowledge and understating of the impact of effective feedback based upon Learning Intentions and Success Criteria.

Strategic Direction 2

Building Teacher Capacity

Purpose

To develop and maintain a culture of curiosity and inquiry, with an emphasis on the ongoing collection and analysis of student growth data, to inform teaching practice that improves student learning outcomes in literacy & numeracy underpinned by differentiated professional learning.

Overall summary of progress

Under the leadership of the Instructional Leaders, staff collect and analyse student data to make informed decisions about their teaching such as where-to next for students and what changes they need to make to their teaching practice. Regular coaching, professional learning sessions and classroom visits for teachers occur with the Instructional Leaders. Staff engage in formal and informal conversations about pedagogy and teaching practice as part of the culture at Ross Hill. There are several staff new K–2 this year and they are working collaboratively and closely with the Instructional Leaders to develop their practice. Through whole staff and stage meetings, the Instructional Leaders and executive team work to unpack the progressions so that staff could meet mandated accountabilities and use the progressions to track students in 2 identified areas. While using the progressions is a new practice, staff have been supported individually to manage the software and to make valid judgements about their students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Expected student growth in English and Mathematics demonstrated through a variety of assessment and monitoring data including: <ul style="list-style-type: none">• NAPLAN (Trend data to highlight areas and generate inquiry)• literacy and numeracy progressions (growth, differentiation, planning, intervention)• school assessment data (does it exist?)	Teacher relief to participate in Professional Learning and coaching sessions. Cost met through PL budget and flexible staffing arrangements.	Student achievement is very closely monitored and data shared. In 2018 due to the employment of kindergarten interventionist, the number of students not meeting grade expectations was significantly decreased in comparison to 2017 data.
Use of data <ul style="list-style-type: none">• NAPLAN (Trend data to highlight areas and generate inquiry)• literacy and numeracy progressions (growth, differentiation, planning, intervention)• school assessment data (does it exist?)	Instructional Leaders provide coaching and mentoring.	Staff undertook PLAN2 data training and received support from the Instructional Leaders to understand, enter and analyse student data to drive planning. Minimal data has not yet provided whole school information.

Next Steps

* Develop the capacity for Stage leaders to prioritise the direction for professional learning for their teams to best meet need

* Continue mathematics teaching as an area for development across K–6

Strategic Direction 3

Wellbeing

Purpose

To support and build the wellbeing of every staff member and student so that everyone will connect, succeed and thrive under the Wellbeing Framework for Schools.

Overall summary of progress

Raising the focus on wellbeing had many positive impacts across the school for staff and students. Students continued to be known, valued and cared for under the Wellbeing framework with the capable management of the Learning Support Team. Staff received professional Learning about the Framework and the impact of identified factors upon wellbeing for all members of the school community. Staff continued to develop positive relationships with members of the school community and the work of the Aboriginal Education Officer was acknowledged. Staff wellbeing was a focus for the leadership team and many initiatives were trialled to support staff professional and emotional wellbeing including making flu vaccines free and acting on staff suggestions such as improvements to the staffroom. Quality off-class learning time during the day was highly valued by staff.

As part of the focus, the school canteen achieved healthy canteen status during the year with a revised menu and support from Good for Kids, Good for Life. An awareness of whole school recycling was raised with monitors collecting and returning drink containers as a fundraiser.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective use of surveys such as Tell Them From Me, and School Life Survey to measure student and staff wellbeing to inform future planning.	Surveys undertaken at no cost.	Staff surveys were undertaken at the end of the year. The practices that had the greatest impact were quality time with teams, personal approaches and professional learning that had an impact upon their teaching and student achievement. Many of the incidental activities that were added did not rate highly on the surveys.
Visible evidence of healthy lifestyle choices across the school from engagement, nutrition and communication data.	On going costs for Sentral \$3000	Communication across the school has continued to improve with the leadership team responsive to feedback. A weekly communication meeting was added to school management processes. SENTRAL continues to meet the needs of the schools as an accessible communication vehicle.
Increase in positive playground data recorded on SENTRAL and decrease in negative incidents in the playground by 10% compared to 2017 data.	Playground roster was revised. Purchase of playground first aid bags and new high-vis vests for staff.	Data collected through SENTRAL showed that in 2017 there were 1099 major incidents across the school. This decreased to 754 in 2018 which is 345 less incidents, a decrease of 31%.

Next Steps

* Introduce the PDHPE syllabus to staff for implementation in 2020

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$221, 619	The role of the Aboriginal Education Officer has been enhanced throughout the year. Parents regularly make contact with the AEO and the role has been expanded to include involvement in enrolment meetings and attendance meetings. The role maintains a wellbeing basis for students but now also includes cultural support for students and staff through Winangali Infusion workshops and information presented at staff meetings.
English language proficiency	\$14, 859	A small amount of funding was provided to give additional support to students working towards English proficiency within the classroom and with Learning Assistance teachers. All students achieved grade expectations by the end of Term 4.
Low level adjustment for disability	\$402, 929	<p>The Learning Support Team have led a coordinated approach to supporting students with a disability throughout the year. PSLP's were developed for students in consultation with families and staff further developed understanding and practice in differentiating curriculum to meet student needs. The reverse integration program continued to run, assisting students to understand and celebrate difference. Ross Hill continues to value student difference and to ensure inclusion and equity.</p> <p>The employment of additional SLSO time was a significant aspect of this initiative.</p>
Quality Teaching, Successful Students (QTSS)	\$121, 188	This funding source provides additional assistance to students through the Learning Support Team especially where personalisation is required. It creates flexibility and stable staffing that assists with the development of student/staff relationships so that every child is known, valued and cared for.
Socio-economic background	\$614, 231	<p>Funding in 2018 had a major impact upon staffing with an additional class being formed, and additional School Learning Support Officer time. Purchases that ensured quality teaching and quality learning environments for students included iPads for K-2 students and replacement laptops for primary students. Several teachers purchased modern furniture and developed flexible seating classrooms.</p> <p>To enhance curriculum, the Mini minstrels program was expanded to encompass Kinder to Year 4.</p> <p>Additional student wellbeing support through anti-bullying education for all students and the purchase of fruit for the Crunch and Sip program added value to our school programs. This success would not have been possible without the funding.</p>
Support for beginning teachers	\$13, 786	Ross Hill was fortunate to have several talented early career teachers in 2018. They

Support for beginning teachers	\$13, 786	<p>made valuable contributions to the education of their students and to the professional culture of the school. They were supported in the development of their teaching practice by a mentor, supervisor and the Instructional Leaders. Teachers were able to have additional time to plan and evaluate, to visit other classrooms to see best practice in action and to have coaching in their classroom. One teacher was able to submit their accreditation.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	349	354	335	313
Girls	333	329	315	305

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92	91.7	91.9	93.8
1	92.6	89.9	91.2	92.3
2	93.4	92.2	91	92.1
3	93.2	92.4	89.7	90.8
4	92.1	92.2	91.1	91
5	92.4	92.3	90.5	91.6
6	93	89.9	91.8	90
All Years	92.7	91.5	91	91.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Ross Hill Public School there is an Attendance Team which meet every fortnight to manage student non-attendance and communicate their actions and any students concerns to the Learning Support Team. In 2018 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 2018 outstanding student attendance was acknowledged with 5 students receiving attendance medals for 100% attendance at the end of year presentation ceremonies including 1 student who received special acknowledgment for 4 years of 100% attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.51
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.6
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	8.06

*Full Time Equivalent

Aboriginal staff employed at the school include:

- three teachers
- one School Learning Support Officer
- one Aboriginal Education Officer
- 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	82
Postgraduate degree	18

Professional learning and teacher accreditation

Ross Hill Leadership team is committed to providing high quality professional for all staff aligned to the

school strategic directions, the Performance and Development process and the teacher accreditation process.

Ross Hill staff have continued to benefit from outstanding Professional Learning throughout the year. K–2 staff participated in on-going learning under the leadership of the Instructional Leaders in Language, Learning & Literacy (L3) and Numeracy with mentoring and coaching, class visits and regular workshop sessions to support the development of best teaching practice. Four Ross Hill staff participated in a numeracy project called Building Numeracy Leadership which

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In 2018 Ross Hill staff continued create impact upon student learning through the Visible Learning project with the focus in the areas of effective feedback and assessment. Ross Hill staff are led and supported in Visible learning principles by two school-funded Impact Coaches who provide whole staff professional learning and class-level teaching support. They also provided class teachers with assistance to develop Learning Intentions and Success Criteria for lessons and to further develop understandings around the quality of feedback. Highlights from the Visible Learning project include all staff meeting on the Term 2 and 3 School Development days with the Sapphire Community of Schools under the direction of Shane Crawford, and the Impact Coaches from all the schools meeting on a regular basis throughout the year to share ideas and maintain the focus.

Staff participated in completing mandatory Professional Learning throughout the year in Child Protection, Fire Safety Training, E-emergency care, Anaphylaxis, CPR and Code of Conduct. Staff also undertook training in Wellbeing Framework, External Validation, SAP Finance and SALM, PE activities, National Learning Progressions and report writing. Ross Hill again welcomed international educator Lane Clark who worked with staff on developing deep understanding in the areas of feedback and assessment. Administration and support staff also participated in training at school and network level throughout the year including attendance at network days.

During the year all teachers were accredited and the new system of teacher accreditation was supported through information provided at staff meetings.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	851,552
Revenue	7,212,816
Appropriation	7,101,998
Sale of Goods and Services	-1,126
Grants and Contributions	104,696
Gain and Loss	0
Other Revenue	0
Investment Income	7,249
Expenses	-7,066,295
Recurrent Expenses	-7,066,295
Employee Related	-6,388,789
Operating Expenses	-677,506
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	146,521
Balance Carried Forward	998,073

The Annual Financial statement was prepared in accordance with the directions issued by the Department of Education. Funds allocated for casual relief and some initiative projects/programs were not utilised as planned due to the lack of casual staff throughout the year. School financial commitments underpin the 2018–2020 School Plan with major contributions being

- Winangali Infusion Cultural Awareness program
- Mini-Minstrels – NECOM supported music program K–4
- Additional staffing
- Visible Learning project
- school grounds development and maintenance
- Flexible seating furniture for classrooms
- replacement of 32 iPads
- Additional School Learning Support Officer hours

Some school projects were not finalised by the end of the year and there are funds owing for:

- photocopier \$22,000
- replacement of shade supports \$17,000
- School Counsellor technology \$12,000
- extension of watering system on the oval \$14,000

The carry-over of funds will be utilised to:–

- employ the Impact Coaches for another year
- to employ K–2 Interventionists to provide additional Learning Assistance to students
- to expand the Aboriginal Cultural awareness program to support teacher programming
- to begin a saving plan for the installation of air conditioning to the school hall

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,140,753
Base Per Capita	129,349
Base Location	80,797
Other Base	3,930,608
Equity Total	1,253,639
Equity Aboriginal	221,619
Equity Socio economic	614,231
Equity Language	14,859
Equity Disability	402,929
Targeted Total	658,501
Other Total	812,943
Grand Total	6,865,837

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

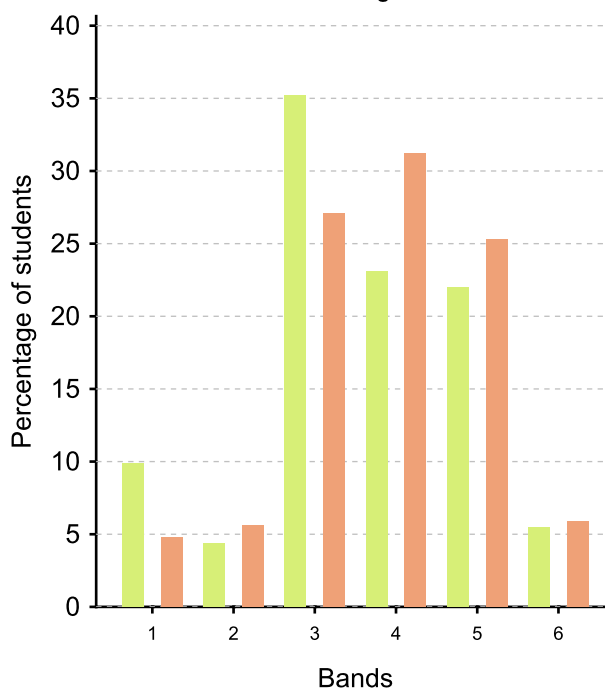
Year 3 student data revealed a strength in writing with a 10.7 score above that of statistically similar schools and

35.4% students in Year 3 achieving in the top two bands. Reading data was slightly below that with 29.2% students achieving in the top 2 bands.

Year 5 average student scores showed a positive trend with improved results in reading, grammar and writing in comparison to 2017 results. The gaps between school and state results for 2018 were reading 45.16, spelling 39.87, grammar 38.65 and writing 28.

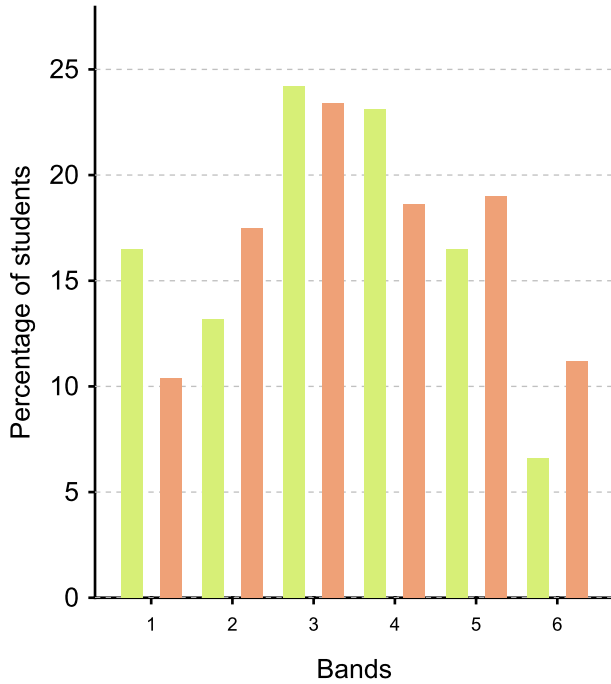
51.9% Year 5 students met or exceeded expected growth in Grammar and Punctuation and Reading.

Percentage in bands:
Year 3 Writing



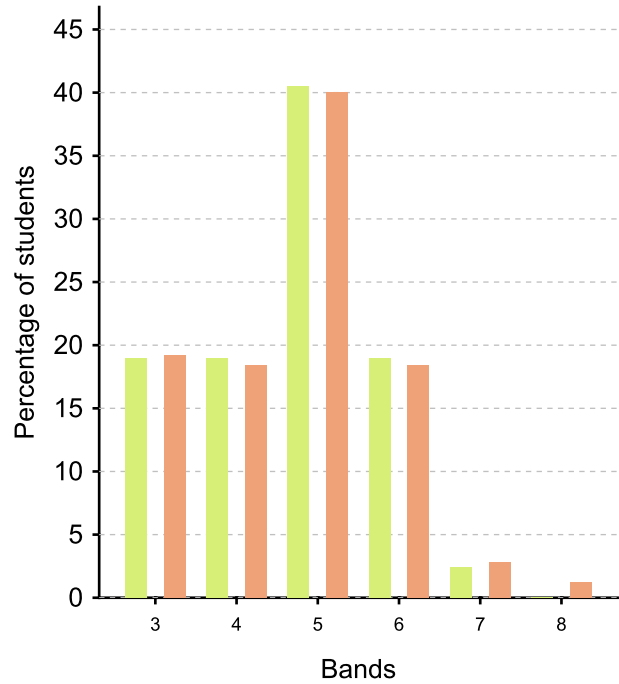
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



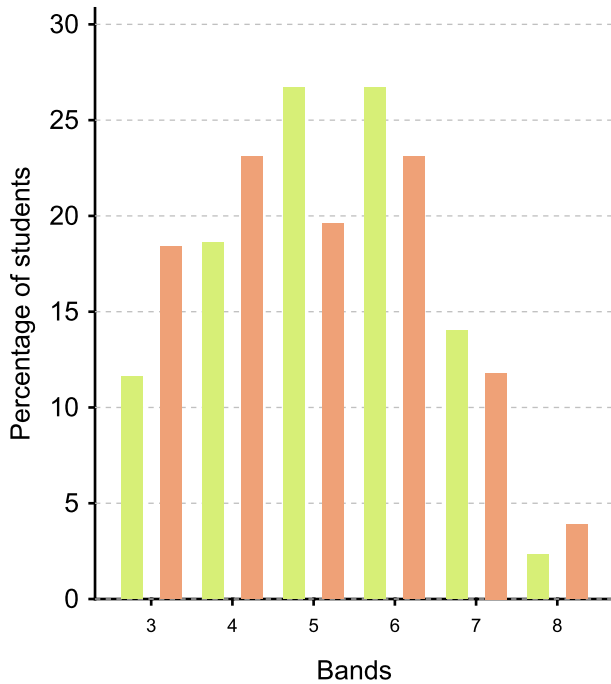
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



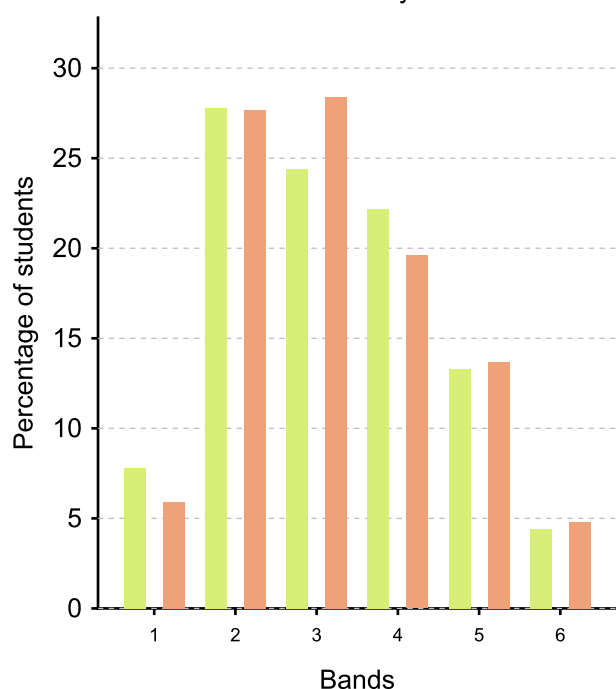
Percentage in Bands
School Average 2016-2018

Numeracy results were not as strong across the board as Literacy results for students in both Year 3 and Year 5. The gap between average school scores and average state score was 49.9 gap for Year 5 and 52.09 for Year 3.

The average scaled growth in Numeracy for Year 5 students was 86.4 which was a gap of just 6.7 against the average state score. 46.2% Year 5 students met or exceeded growth expectations.

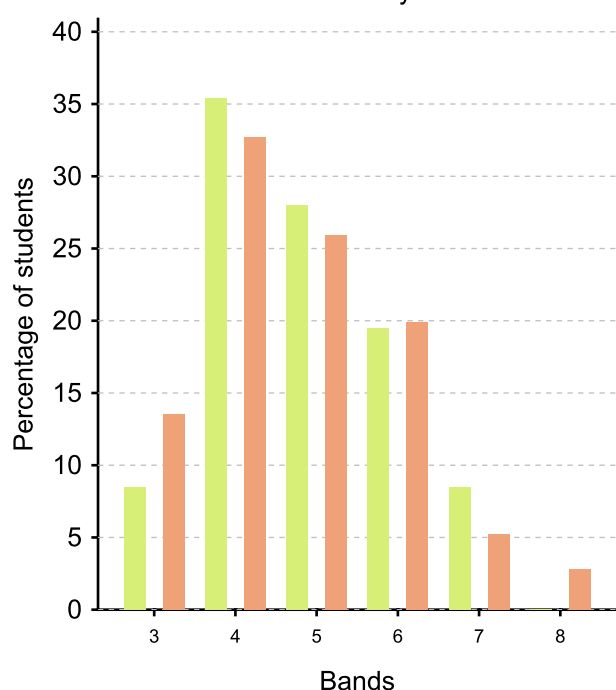
23.4% Year 3 students achieved in the top 2 bands for Numeracy while 12.1% Year 5 students achieved in the top 2 bands.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The Year 3 literacy gap between Aboriginal and non-Aboriginal students at Ross Hill Public School fell to 33.8 from 52.62 in 2017, which is a 35% improvement. The Year 5 literacy gap for Aboriginal student has however widened from 56.94 in 2017 to 63.18 in 2018.

achieved In the top 2 bands was:-

11.5% In grammar

7.7% in reading

15.4% in spelling

7.7% in writing

3.8% in numeracy

The percentage of Aboriginal students In Year 5 who achieved In the top 2 bands was:-

4% In grammar

7.7% in reading

8% in spelling

There were no Year 5 Aboriginal students in the top 2 bands in Writing or Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year the school seeks feedback from students, staff and parents about the school. Parent and student focus groups, school-based surveys and interviews were undertaken to elicit responses. Response numbers to surveys fluctuate with minimal responses received in 2018 with parents indicating they

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:

- engage all students in learning experiences for NAIDOC week and for Primary students during Semester Two
- implement a cultural program by visiting company Winangali Infusion involving the whole school in cultural activities and showcasing student talent in a school concert as well as supporting the development of traditional Aboriginal dance for both boys and girls
- implement a successful art competition for students from the Sapphire Community of Schools that was displayed at the 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 students in Year 3–6 (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 Week 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.