

Ross Hill Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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 600 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

An increase in the percentage of students demonstrating active engagement with their learning.

NAPLAN and school assessment data demonstrates expected growth.

The Ross Hill Learning Pit will be displayed and increasingly used to support students thinking and understanding about learning from 2017 baseline data.

Overall summary of progress

School Development Days were designated for whole staff professional learning about Visible Learning. Ross Hill staff deepened their understanding of Visible Learning principles. They explored their impact in the classroom by focussing on Success Criteria and Learning Intentions and feedback. Staff were able to share evidence of practice with colleagues from other schools and determine the next step in further developing their practice.

Within the school, Visible Learning principles are evident with classroom displays showing examples of learning intentions and success criteria, and students are able to explain the current goal for the task they are engaged in. Changes in staffing during the year had a big impact upon the consolidation of the work on feedback and this will remain a focus for next year.

The Ross Hill Learning Pit poster can be found on display in classrooms and is regularly used by teachers and students in discussions about learning. Its aim is to provide students with the positive thinking model that allows them to independently move themselves forward past any obstacles they may encounter. Students are able to share both their feelings when they have found themselves at the bottom of the pit and the thinking that has helped them to move out of it.

Progress towards achieving improvement measures

Process 1: 1. Teacher Learning

Impact coaches lead the implementation of a whole school focus on Visible Learning where teachers have an evaluator mindframe and know the impact of what they do.

Evaluation	Funds Expended (Resources)
<p>Staff participated in 2 full day professional learning courses led by Corwin with colleagues from the Sapphire Community of Schools. Staff developed action research projects which were completed between the two sessions and the outcomes shared at the second day. Staff were able to share their growing understanding of Visible Learning principles and the impact that changes to their practice had on student learning. As a result of the projects, staff identified that the area of Feedback needed to remain as an area for future focus.</p> <p>A major impact upon progress in this strategic area was the lack of available casual staff. This meant that staff were unable to attend planned professional learning sessions and sometimes unable to follow through with planned class learning due to collapsed classes and changed timetables.</p>	<p>Staffing – Impact Coach, casual relief</p> <p>Professional Learning course costs</p> <p>Consumables</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$129000.00)• Socio-economic background (\$31915.77)

Process 2: 2. Student Learning

Students will develop self-regulatory attributes of learning; self-monitoring, self-evaluation, self-

Progress towards achieving improvement measures

Process 2: assessment and self-teaching.

Evaluation	Funds Expended (Resources)
<p>Students have been more confidently able to demonstrate their understanding of what it means to be a learner. They are able to use the language of learning when sharing classroom work samples or responding to questions about what they have learnt. It has become school practice for students to share their work with other trusted adults and to have a conversation about the process as well as the outcome.</p> <p>A regular focus in the school newsletter about learning dispositions has helped our school community become aware of, and understand, the language being used at school and students have benefited as a result. This focus has also been reflected in messages on our school digital sign.</p> <p>School assemblies have been used to promote the learning focus with a regular section on learning dispositions and the learning pit to assist students maintain a positive growth mindset.</p> <p>In classrooms, there is evidence of Learning Intentions and Success Criteria across all grades and students are very positive in their responses to questions about learning. Staff agree that incidents of student negative self-talk and task avoidance are less than in the past with students supported by the Learning Pit visual at times of challenge.</p>	<p>Consumables/awards from Stage budgets</p>

Next Steps

Engage with the Sapphire Learning Alliance to provide professional learning at a community level for all staff.

Encourage staff to join the team leading Visible Learning across the school so that there is more representation at stage level.

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.

Improvement Measures

Expected student growth in English and Mathematics demonstrated through a variety of assessment and monitoring data including:

- NAPLAN (Trend data to highlight areas and generate inquiry)
- National Literacy and Numeracy progressions used to develop local school-based targets (growth, differentiation, planning, intervention)
- Embedded formative school assessment data (Student growth and attainment; Student disposition towards learning; Staff culture and dispositions towards the continual improvement of professional knowledge and practice).

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Overall summary of progress

The National Literacy and Numeracy progressions have been used to monitor student progress in two identified areas – creating texts and quantifying numbers. Staff have utilised the Instructional Leaders to develop and implement school targets and interventions.

Some surprising NAPLAN data has generated curiosity and enquiry for staff resulting in additional targeted professional learning and curriculum enquiry. Average scaled growth for Year 5 students showed above state average for reading and numeracy.

Progress towards achieving improvement measures

Process 1: 1. Teacher Professional Learning

The Instructional Leaders, in close collaboration with the school leadership team, lead highly-differentiated, contextually responsive professional learning which is in line with current research and directly impacts teacher practice and student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>The Instructional Leaders continued to provide staff with professional learning opportunities in literacy and numeracy using a variety of presentation models throughout the year. These opportunities were developed and refined in response to stage requests; school identified areas for development and growth; staff identified professional areas for growth (PDP goals) as well as from current research in the fields of early literacy and numeracy. Professional Learning opportunities across 2019 were significantly impacted by a lack of casual replacement staff which meant that planned sessions could not be undertaken and were sometimes unable to be recovered.</p> <p>Multiple professional learning opportunities were developed and offered before and after school and were well-attended by staff both K–6 teaching and non-teaching. Stage meetings changed focus during the year in response to the casual relief situation to allow more time for planned</p>	<p>Staffing – Instructional Leaders</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$334671.00)

Progress towards achieving improvement measures

professional learning. Stage leaders worked with their teams and were supported by the Instructional Leaders to provide time for collaborative learning and planning based upon identified areas of need.

Specialised Intervention teachers continued to work with students in Kindergarten, Year 1 and Year 2. These teachers worked closely with Instructional Leaders to develop effective, tailored support in literacy and numeracy for our most academically vulnerable and at risk students. The Instructional Leaders also provided professional learning for the school appointed Reading Recovery teacher who was able to offer intensive literacy support for 16 Year 1 students. All of these initiatives generated effect sizes of above average effect sizes.

Process 2: 2. Developing Numeracy Pedagogy & Practice

Draw on a developing understanding of what effective mathematics and numeracy teaching looks like across the curriculum where students learn how to use and communicate mathematical ideas, language and methods supported by a range of representations and tools.

Evaluation	Funds Expended (Resources)
<p>The development and refinement of teachers' mathematical content knowledge and pedagogical practices was a major component of professional learning throughout the year. Staff had opportunities to engage in professional development sessions led by Instructional Leaders. These sessions spanned across broad time and modal domains to ensure that the school maximised opportunities for all staff to develop their teaching practice.</p> <p>The school was successful in its expression of interest to be a part of two large scale numeracy action projects throughout 2019. These action projects were widely sought after professional development opportunities and were facilitated through the Early Action for Success Initiative. <i>'The Big Ideas in Numeracy'</i> (designed and facilitated by Michelle Tregonning and Emeritus Professor Diane Siemon) and the <i>'Working Deeply with the 7 Practices in Numeracy'</i> (facilitated through the 'Resolve Maths by Inquiry national STEM Initiative) were designed to develop the school's knowledge and leadership capacity to improve mathematical outcomes for all students through the careful design and implementation of professional development opportunities. These projects saw the school's 'Mathematics Curriculum Team' provide ongoing support and learning opportunities to reshape teachers professional understanding of mathematical content (syllabus, National learning progressions and current research informing early acquisition of Numeracy skills and understanding); pedagogical practices; as well as the effective programming and embedded formative assessment of Mathematics.</p> <p>As a result, the school's Mathematics Curriculum Team designed and provided K–6 teaching and non-teaching staff with ongoing opportunities for professional learning and collaborative planning. These sessions were very well supported and helped build interest and a culture of curiosity about Mathematics teaching and learning. There were also opportunities for staff to share their learning with colleagues at stage and whole school level. A staff Mathematics interest group was initiated and during Term 4, a student-led Mathematics club started with students meeting at lunchtimes.</p> <p>Momentum and numeracy dedicated professional learning in Semester 2 was negatively impacted by staffing changes within the Instructional Leader team. The school was unable to replace one Instructional Leader in the period from 22nd July – 20th December 2019 due to a lack of casual staff to replace suitable candidates within the school.</p>	<p>Professional Learning sessions</p> <p>Big Ideas in Numeracy</p> <p>Working Deeply with the 7 Practices in Numeracy</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • course costs (\$6878.00) • Casual relief (\$2000.00)

Process 3: 3. Developing Literacy Pedagogy & Practice

Through increased knowledge and understanding, teachers are able to explain their practice and link this to pedagogical approaches, providing explicit teaching, assessment and monitoring strategies.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Successful L3 training programs for new Kindergarten and Stage One teachers were conducted as well as on-going sessions for previously trained teachers. Teachers were supported in the implementation of this pedagogy by planned Instructional Leader (IL) classroom visits. These effective visits included the IL modelling, observing and working with teachers "shoulder to shoulder" on best practice.</p> <p>L3 continues to be implemented in all classes K–2. Staff previously trained in L3, now teaching 3–6, are using deep understanding of literacy learning and the syllabus gained during their PL, to support student learning. Staff are able to speak with the Instructional Leaders to organise coaching and mentoring sessions.</p> <p>A number of after school Literacy Workshops were made available to all staff to attend. These were attended by small numbers of staff, representing a cross section of stages.</p> <p>The IL and one ES1 teacher attended "Effective Reading in the Early Years", presented by Deslea Konza. This was 2 days of face-to-face PL, which took place in Moree. The IL and ES1 staff were able to discuss and implement relevant sections of this PL into strong literacy teaching already in place.</p> <p>All teachers K–6 continue to track student progress using PLAN 2, with a focus on "Creating Texts". Staff and Stage meetings were held to support teachers to develop their understanding of the Literacy Progressions. ILs provide instruction to staff in how to use the software as a tool to guide for recording student progress and planning future teaching and learning sequences. This PL was closely linked to the English syllabus.</p>	<p>casual relief – 80 days</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Staffing (\$40000.00)

Next Steps

Continue to develop the professional learning model with enquiry and improved student outcomes as the drivers.

Plan additional numeracy learning sessions for 3–6 staff at stage level.

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.

Improvement Measures

Effective use of surveys such as Tell Them From Me, and School Life Survey to measure student and staff wellbeing to inform future planning.

Visible evidence of healthy lifestyle choices across the school from engagement, nutrition and communication data.

Increase in positive playground data recorded on SENTRAL and decrease in negative incidents in the playground by 10% compared to 2017 data.

Overall summary of progress

For both students and staff, wellbeing remained a focus area for 2019. The Learning Support Team ensured that the needs of all students were met by ensuring that collaborative planning and programming occurred, that effective implementation strategies were in place and that available and appropriate school resources were being used.

Specific individualised support was provided to:

- 25 Out of Home care students,
- 16 Year 1 students with Reading Recovery,
- 21 Stage 2 students with Fast 4Word
- 54 K–2 student with Literacy interventions and
- 42 K–2 students with numeracy interventions

The school counsellor supported 32 student with counselling and 28 students with assessments.

Sentral data was inconclusive as a measure of success as playground positive incidents were not recorded. Overall, there was a higher negative incident recording in classrooms (244) than in the playground (90).

Progress towards achieving improvement measures

Process 1: 1. Wellbeing Framework

To develop knowledge and understanding of the Wellbeing Framework and the impact of identified factors upon wellbeing for all members of the school community.

Evaluation	Funds Expended (Resources)
Wellbeing has continued to hold a place of priority at Ross Hill. Students are supported through an effective Learning Support Team, quality classroom teaching and a school counselling service. Staff have been supported through active communication, extensive improvements to classroom learning environments, opportunities to participate in quality professional learning and access to the Department's suite of wellbeing services.	Additional School Learning Support Officers Classroom Furniture upgrades Professional Learning
Highlights this year included the purchase of a new trolley of iPads for Kindergarten and K–6P, and new software licences. Classroom learning environments also received a collection of new furniture items including flexible seating and modern tables designed to enhance student wellbeing.	Funding Sources: <ul style="list-style-type: none">• Furniture (\$48045.00)• Staffing (\$102686.00)• Professional Learning (\$33877.00)
The Learning Support Team has continued to monitor and support students with additional needs; providing students, teachers and families with a range of interventions and program accesses.	

Progress towards achieving improvement measures

Process 2: 2. Positive and Respectful Relationships

To maintain and enhance positive, caring and respectful relationships so that everyone experiences a sense of belonging to their school and community.

Evaluation	Funds Expended (Resources)
<p>Staff proactively initiated and led additional activities that further developed students' sense of belonging to their school community.</p> <p>Ross Hill initiated the inaugural public speaking workshop for students from schools in the Sapphire Community of Schools. This workshop was free for all students to attend and was led by local Inverell Toastmasters and organised by Mrs Hadley. As a result of the workshop, students participated in school and local level competitions with success and some students confidently presented their speeches to the wider school audience at a school assembly. The school debating teams also performed well, competing against teams from across the region.</p> <p>This year dance groups continued to excel. There were several dance groups created to provide opportunities for students to perform including a highly successful group who were selected and performed at the State Dance Festival in Sydney.</p> <p>In Term 4 the Performing Arts group, consisting of 97 students from K–6, entertained families with a drama evening. They performed 2 plays – 'The Land of Parrots' and 'To The Moon and Back'. A strong sense of commitment and community was generated through rehearsals as students' performance skills grew in confidence and competence.</p> <p>An improved sense of belonging was also the focus of an Aboriginal Cultural program, led by Winangali Infusion. Students were able to learn some Gamilaraay language and culture and to connect with local people and places of significance.</p>	<p>performing arts resources</p> <p>debating/public speaking course costs</p> <p>Cultural Program</p> <p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Performing Arts (\$3850.00)• Aboriginal background loading (\$79110.00)

Process 3: 3. Curriculum

To review and revise the PDHPE syllabus and nutrition policy and their implementation and to introduce the physical literacy continuums as a support tool.

Evaluation	Funds Expended (Resources)
<p>The new PDHPE syllabus was introduced during a staff workshop and additional copies of the syllabus purchased so that class teachers had a text copy. The physical literacy continuums added a different focus. All staff are aware of, and utilising the Fundamental movement skills to support skills development. New units of work for the PDHPE syllabus are being developed to meet stage needs.</p>	<p>Staff-led workshops</p> <p>purchase copies of NESA syllabus documents</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• resources (\$500.00)

Next Steps

Evaluation of the implementation of the PDHPE syllabus and provision of support to staff where necessary.

An enhancement of health and hygiene practices for students and staff.

A renewal of the You Can Do It! program to enhance student wellbeing.

An evaluation of communication practices across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Cultural Program</p> <p>NAIDOC Week</p> <p>Art Workshops and competition</p> <p>Cultural Resources</p> <p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$209 463.00) 	<p>Several successful initiatives were undertaken this year to support Aboriginal students' wellbeing under the Wellbeing Framework.</p> <p>All students K–6 were rostered during the year to participate in a cultural program presented by Winangali Infusion. Half-hour lessons were presented to 2 classes at a time and included an introduction to Gamilaraay language. This program introduced an Aboriginal cultural perspective to the content being taught in class and was supported by major excursions to local places of significance. These excursions were identified as having a major positive impact on students' sense of cultural identity and connectedness and staff understanding.</p> <p>NAIDOC Week celebrations were very well supported by the school community. Several events were held including a very successful flag raising and luncheon of curried kangaroo and poppy seed Johnny cakes. Students and parents were involved in cultural activities led by local Aboriginal identities. Singing, language, story-telling, art and body painting excited students and deepened the connections between the school and the community.</p> <p>Again in 2019, Ross Hill and Armajun Health partnered to host a primary schools NAIDOC Week art competition. Student work on the theme – Voice, Treaty, Truth was displayed at the Inverell Shire Library and an awards evening was held and supported by the Ross Hill P&C association who provided the catering. The quality of the artwork was amazing, with many individual and group entries receiving prizes.</p> <p>An initiative to support Kindergarten students was the employment of an Aboriginal aide who had strong links to local pre-schools and the community. This person was able to connect with identified students and support staff with Aboriginal language. This has been a highly successful initiative for the school.</p>
English language proficiency	<p>Learning and Support teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>The Learning Support Team were able to support identified students maintain success at grade level in English proficiency.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$132 236.00) • LaST staffing (\$277 462.00) • Integration funding (\$139 903.00) 	<p>Ross Hill has a diverse student community with 61 students recognised as requiring additional support through the National Consistent Collection of Data (disability). This funding provided significant support to students and teachers and was managed through the Learning Support Team to meet the differentiation required by Learning and Support Plans. The funding included a</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$132 236.00) • LaST staffing (\$277 462.00) • Integration funding (\$139 903.00) 	<p>staffing component of 2.6 Learning and Support Teachers and for the employment of School Learning Support Officers (SLSO) who supported students across all grades.</p> <p>Working closely with teachers and parents to support students academically and socially in mainstream classes, the role of the SLSO included ensuring instructions were understood, activities were scaffolded to ensure success, skills were modelled and students' social and emotional learning was guided and enhanced. SLSO's developed positive relationships with students and were viewed by students as safe and trusted adults. The SLSO's at Ross Hill are highly experienced and have played a vital role in supporting classroom learning.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$116 534.00) 	<p>This funding was a staffing allocation of 1.092 that supported the release of the executive staff one day per week to work with their teams in providing quality, responsive, research-backed practice. Classroom teachers received coaching and mentoring support from their supervisor or other key school personnel to improve classroom practice. Teachers could invite their supervisor to watch teaching practice, discuss student achievement evidence and organise learning walks to visit other classrooms demonstrating quality practice in an identified area. This allocation assisted in developing a culture of trust and contributed to the development of collaborative practice.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$702 415.00) 	<p>Two additional teachers were employed to provide intensive learning support as Interventionists K–2. These teachers worked as part of a team to provide small group and individual support in literacy and numeracy matched to classroom teaching to help reduce the achievement gap.</p> <p>Students benefited from the purchase of new classroom furniture and technology throughout the year ensuring they had access to a quality learning environment</p> <p>Every student was able to participate in bullying education through Brainstorm Productions who focussed on Cyberbullying. The Life Education Van program in Term 4 was funded so that students from Special Education and Years K–2 were able to participate fully in the program.</p> <p>As part of the partnership with the New England Conservatorium of Music, the funding was utilised to expand the Mini Minstrels music program K–4. Students participated in weekly lessons with 2 visiting teachers who provided engaging and successful music lessons in class. The Music teachers also organised for the classes to participate in the local Inverell Eisteddfod in the Choir sections with success.</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$17 464.00) 	<p>Two Teachers were supported to complete their accreditation and four beginning teachers were supported through the provision of additional release. Modifications to the release time occurred due to lack of available staff during the year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	354	335	313	295
Girls	329	315	305	309

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.7	91.9	93.8	93.7
1	89.9	91.2	92.3	91.2
2	92.2	91	92.1	92.2
3	92.4	89.7	90.8	89.6
4	92.2	91.1	91	89.4
5	92.3	90.5	91.6	91.4
6	89.9	91.8	90	89.5
All Years	91.5	91	91.6	90.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.44
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 and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	998,073
Revenue	7,570,835
Appropriation	7,469,312
Sale of Goods and Services	-30
Grants and contributions	95,809
Investment income	5,744
Expenses	-7,105,935
Employee related	-6,218,673
Operating expenses	-887,262
Surplus / deficit for the year	464,900

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	765,659
Equity Total	1,351,759
Equity - Aboriginal	224,398
Equity - Socio-economic	702,415
Equity - Language	0
Equity - Disability	424,946
Base Total	4,126,225
Base - Per Capita	149,244
Base - Location	78,978
Base - Other	3,898,003
Other Total	986,311
Grand Total	7,229,954

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Ross Hill students and staff benefitted from a close partnership with the P&C association during 2019. The P&C provided consistent feedback to the school throughout the year on communication, events planning and school directions. The P&C met monthly with the school leadership team sharing parent input received through their Facebook page and personal connections. They were also active in providing feedback and perspective to the school about school planning and communication.

Parents were surveyed about their opinion of the school and the level of service that was provided. The school received minimal responses to the survey but many positive comments were received from parents who were approached in person. While 100% parents were happy with the services the school provides, the timing and level of communication were noted as improved but 'could be better'.

School data records show 474 phone calls and 404 meetings occurred during the year with notes and home visits also utilised to connect with families. Parents acknowledged that the newsletter was still their preference for receiving information, with the Facebook page gaining in popularity and used successfully to share information with the wider community. A trial of SENTRAL messaging was undertaken in Term 4 with text messaging used to contact families about swimming. This appeared to be a very successful strategy with a 99% parent response rate to the text message.

Parent support has been a highlight for the school during the year. The canteen is staffed by volunteers and the morning Reading Club has been very successful thanks to the many parents who come along and voluntarily help students learning to read. The Ross Hill community overwhelming supported 4 major activities during the year – the P&C Welcome BBQ, NAIDOC Week celebrations, Education Week and the Book Fair, and the school drama evening, and have continued to support the school on a daily basis despite the impact of the drought.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.