

2020 Annual Report

Ross Hill Public School



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Introduction

The Annual Report for 2020 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 vision

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 550 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 2020 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

During 2020 staff and students continued to discuss and share the learning dispositions and mindsets. Whole school assemblies included a section on learning dispositions and all classrooms have a poster of the Learning Pit for students to refer to. Check-in assessments replaced NAPLAN for 2020 with positive feedback on both the assessments and the quick timeframe.

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>In 2020, we were unable to fund a learning coach position for Visible learning and the impetus for this strategic direction remained with the leadership team. While the Visible Learning principles are evident within classrooms, teachers identified that further focus on the principle of feedback would be beneficial in the new school plan.</p> <p>The Sapphire Community of Schools Learning Alliance worked throughout the year to develop both a learning guide and an assessment tool. An executive staff member was able to attend these meetings and participate in the development of these resources and share it with the leadership team.</p> <p>The learning pit poster has prominence in classrooms and is displayed as appropriate as a resource for talking about learning. Sentral student data showed that overall students were engaged with their learning with 163 negative incidents (an average of 1 per day) recorded for classrooms for the year and 207 recorded for the playground areas.</p> <p>COVID restrictions impacted the organisation for staff professional learning and the lack of casual staff meant that some activities did not go ahead as planned. Evaluations of Visible Learning showed that some staff had a strong understanding of the principles and were implementing them. Again due to staff changes there are some staff who have little knowledge or understanding and opportunities for in-depth professional learning were reduced.</p>	<p>Casual relief -\$2000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4094.90)

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>The language of learning was promoted through class lessons, whole school assemblies, the day sheet, and the school newsletter during the year. Students who came to the office to share good work were able to include in their discussion the thinking they had done, and share examples of the self-talk they were using. This was replicated in classrooms during discussions and lessons.</p> <p>Student awards focused on acknowledging examples of the learning dispositions in action and the accompanying language and self-talk. These awards were presented at stage assemblies and were sometimes included in Principals awards.</p> <p>The visibility of learning success was reduced during the year due to COVID restrictions as the 'learning hero capes' and shared items developed in 2019 were not used by students. This meant that the learning discussions did not occur in the playground as planned. It is hoped that this will be reinstated in the new year.</p>	<p>school newsletter</p> <p>student awards</p>

Next Steps

1. Share the Learning Alliance resources with staff
2. Reinstate the learning heroes capes and the language of learning discussions
3. Consider Visible Learning PL for staff who have not participated in planning for 2021
4. Continue to support the Sapphire Community of Schools Learning Alliance

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

Ross Hill staff were able to participate in quality professional learning opportunities under the support and direction of the Instructional Leaders. K-2 staff continued to participate in L3 training and 3-6 staff were able to have some half-day learning sessions in numeracy as part of their engagement in targeted numeracy professional learning. Numeracy learning had a higher profile during the year as a result of staff participation in the 2 projects from 2019.

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>Staff were able to continue the work that commenced in 2019 under the two numeracy projects (<i>'Big Ideas in Numeracy'</i> and <i>'Working Deeply with the 7 Practices in Numeracy'</i>) with the Instructional leaders working closely with a core group of staff K-6 to further explore numeracy learning and assessment. These projects saw the school's 'Mathematics Curriculum Team' provide ongoing support and learning opportunities to reshape teachers' professional understanding of mathematical content; 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 the stage and whole-school level.</p> <p>Literacy learning was led by the L3 trainer, with all K-2 staff participating in</p>	<p>Casual staffing \$27406.56</p> <p>Course fees/accommodation/travel costs \$14783.23</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$42189.79)

Progress towards achieving improvement measures

sessions each term, and supported in classrooms by coaching and mentoring. The intervention program staff also benefitted from the training with their lessons mirroring and supporting classroom instruction.

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>Students in Year 3 and 5 participated in the check-in assessments with the results for numeracy showing a positive improvement against previous NAPLAN results. Year 3 numeracy results were 4.7% below the state average, and Year 5 results were 11.4% below the state average. This was a slight improvement for Year 5 students with students scoring lower in number sense and algebra than other strands. Staff were able to examine SCOUT check-in results at stage meetings and the quick return of results was seen as a positive.</p> <p>The school promotion video highlighted the change in thinking about mathematics as evidenced by the unscripted students' voice messages. This was as a result of the work teachers had instigated on thinking mathematically during the year.</p> <p>The end-of-year evaluations showed that staff felt parent understanding of mathematical teaching was low and sometimes contradictory to current practice, and that developing parents' knowledge of mathematics could be an area for focus for the new school plan.</p>	<p>Staff professional learning</p> <p>Tiered intervention program</p>

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.

Evaluation	Funds Expended (Resources)
<p>The Instructional Leaders provided professional learning at stage meetings to assist staff with their understanding of 'creating tests' strand from the progressions. Student work samples were used as the basis for professional learning and student progress continued to be monitored for all students every 5 weeks. At-risk students were identified and supported through a tiered intervention program. 42 K-2 students were able to access this program in 2020.</p> <p>14 Year 1 students also received additional support through intensive reading with Mrs Doak. These students received a 30min individual lesson 4 days per week to assist them to reach a reading level equal to their peers. All students were discontinued once they demonstrated competence when reading level 16 texts. Mrs Doak also provided check-in sessions for students who had previously accessed the program.</p>	<p>Reading Recovery Staffing - \$91,883.0</p> <p>2.0 Intervention teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$218766.00)

Next Steps

1. Plan for continued half-day sessions for staff as a stage/team to work with the Instructional leaders on areas of identified need.
2. Review the effectiveness of the Intervention program against improved student outcomes for the Strategic Improvement Plan.

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

Wellbeing was the priority for Ross Hill in 2020. Teachers, students and families were impacted in many ways by challenges throughout the year. Wellbeing considerations became part of all school planning and decision-making.

For staff, wellbeing was enhanced through workload support by the leadership team, improved communication, regular check-ins such as R U OK day, and professional learning on maintaining personal wellbeing such as the Be You courses provided by Beyond Blue. The courses offered at our School Development Days that were individually tailored and the feedback from staff was very positive.

Students were supported through quality classroom teaching and positive relationships. You Can Do It! was revised for K-2 students, and self-talk was a big focus in classrooms. Students were also able to access wellbeing support through the school counsellor (4 days per week) and the wellbeing officer (2 days per week).

There were changes evident in healthy lifestyles despite the lack of representative sport with primary students accessing a wide variety of sport options, the worm farm becoming operational, and recycling evident as an embedded practice. The P&C supported the move to healthy food options with the canteen being awarded a major award for their menu under Health Kids initiative.

In 2020, there was a reduction in negative incidents within the school from 1216 in 2019 to 1148 in 2020. Overall staff felt that students were settled and engaged.

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 licenses. Classrooms learning environments also received a variety of new furniture items including flexible seating and modern tables designed to enhance student wellbeing and connection to a sense of belonging.	Funding Sources: <ul style="list-style-type: none">• Furniture (\$48045.00)• Staffing (\$102686.00)• Professional Learning (\$43365.00)• Computers (\$33877.00)

Progress towards achieving improvement measures

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 access to support programs and agencies.

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>Despite the COVID restrictions and the cancellation of many traditional activities, staff worked to promote the students sense of belonging to their school community.</p> <p>Zoom meetings and google classrooms became part of student language. Laptops were loaned to students and the focus on improving technology skills was evident throughout the year.</p> <p>The school newsletter became digital and was emailed to families every Monday, keeping them well informed of what was happening at school. A decision was made to add a weekly learning focus to the Facebook page, sharing photos of what was happening in classrooms. These posts reached large numbers of people with lots of positive feedback from parents.</p> <p>One very successful initiative was the creation of a promotion video. It was originally intended for the parents of new Kindergarten students because school tours had been restricted. The end result was, however, a celebration of everything at Ross Hill and it was shared widely through the Facebook page. The student voiceovers were unscripted and were evidence of the changes in thinking about learning and how students felt about their school and learning success.</p> <p>While representative sport, dance and other activities were postponed, Mrs Walburn was able to provide a creative pottery experience for all students. She worked closely with class teachers and all students were able to make and paint a clay creation that they took home at the end of the year, with costs being covered by the school. Her leadership and passion in this field is exemplary and unique in the Inverell area.</p> <p>The Aboriginal Education Officer was a key person in supporting wellbeing for Aboriginal families, especially through the lock-down period. Ms Morris was able to create a inbox group for families to ask questions and seek support. This communication group continued throughout the remainder of the year.</p>	<p>Staffing</p> <p>clay</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• 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>Staff were competently able to use the new syllabus as part of their teaching and learning programs.</p>	<p>NESA syllabus documents</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• consumables (\$0.00)

Next Steps

1. Revise You Can Do It! for Years 3-6
2. Continue clay workshops in 2021

3. Continue to support staff and student wellbeing

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer</p> <p>School Learning Support Officer</p> <p>Art workshop</p> <p>Resources</p> <p>Intervention program (0.6 FTE)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$230 307.00) 	<p>2020 COVID restrictions had a major impact upon Aboriginal Education across the school. NAIDOC week events and the art workshops that had been planned did not occur and community members were unable to attend the school.</p> <p>Three highlights during the year were the Kinder transition cultural support and the teaching of curriculum that included an Aboriginal perspective and a targeted intervention program for Stage 2 students achieving at and above stage outcomes.</p> <p>An Aboriginal Learning Support Officer was employed to assist Kindergarten students and families 4 days per week. Mrs Keenan worked with staff to help students with their learning and wellbeing and was able to share local Aboriginal knowledge and language. Signs that were made by Mrs Keenan are visible outside each Kinder classroom and students are competently able to use the language. The connection that Mrs Keenan had to students through the preschools was a valuable resource in helping students settle into school.</p> <p>The ASTSI program for Stage 2 was an initiative for 2020 that was designed to target students achieving at grade level or better and extend them to reach band 2 or higher in NAPLAN 2022. The program was delivered on a consistent basis, 3 days per week. In Numeracy, Year 4 students achieved an average improvement of 0.75 effect size, and Year 3 achieved an average improvement effect size of 1.0. In reading, students worked with reciprocal reading to extend their comprehension of texts with an average improvement of 2 levels.</p> <p>One art workshop was held with Eleanor Binge prior to the COVID lockdown. 22 students were able to attend with before and after drawings showing significant student skill development in just one workshop.</p>
English language proficiency		No funds were received in 2020 for students with English as a second language.
Low level adjustment for disability	<p>SASS staffing</p> <p>Equity Learning & Support staffing entitlement (2.6 FTE) \$284,398</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$152 521.00) • Integration funding support (\$168 560.00) 	<p>Ross Hill has a diverse student community with 38 students (6.9% student population) with a diagnosed disability. In addition, there were 20 Out of Home Care students, 56 students with health care plans, 52 students who received Tier 3 Intervention in literacy and 55 students received Tier 3 Intervention in numeracy.</p> <p>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>SASS staffing</p> <p>Equity Learning & Support staffing entitlement (2.6 FTE) \$284,398</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$152 521.00) • Integration funding support (\$168 560.00) 	<p>staffing component of 2.6 Learning and Support Teachers and the employment of 8 additional School Learning Support Officers (SLSO) who worked with students across all grades.</p> <p>The role of the SLSO included working closely with teachers and parents to support students academically and socially in mainstream classes, 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>Integration funding supported 8 students K-6. This funding did not meet identified student needs and was supplemented by low-level adjustment for disability funding, and some equity funding, to ensure SLSO's worked every day. Staff identified, through the end-of-year evaluations, that SLSO support also had a major impact upon staff wellbeing given the high support needs of some students.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$119 447.00) 	<p>This funding was a staffing allocation that supported the release of the executive staff one day per week to work with their teams in providing coaching and mentoring in quality, responsive, research-backed practice. Teachers could invite their supervisor to watch their teaching practice, discuss student achievement, share 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. This also provided time for leadership development for the Assistant Principals under the supervision of the Deputy Principal.</p>
<p>Socio-economic background</p>	<p>Staffing resources</p> <p>Mini Minstrels program \$60,000</p> <p>technology replacement \$46141.0</p> <p>quality learning environments \$46647.0</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$940 210.00) 	<p>Socio-economic background funding has a major impact on the opportunities that students were able to access. 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. Another 0.8 FTE staffing was utilised across the school to create additional full-time roles.</p> <p>Students benefited from the purchase of new classroom furniture and technology throughout the year ensuring they had access to quality learning environments and modern technology.</p> <p>COVID restrictions eased in time for students in Year 3-6 to participate in the Life Education Van program in Term 4. The program was a</p>

Socio-economic background	<p>Staffing resources</p> <p>Mini Minstrels program \$60,000</p> <p>technology replacement \$46141.0</p> <p>quality learning environments \$46647.0</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$940 210.00) 	<p>priority and all students in Year 3 - 6 were funded to attend.</p> <p>As part of the partnership with the New England Conservatorium of Music, this funding was also utilised to continue 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. This was particularly challenging under COVIC restrictions with classes learning outside and singing evolving in line with the changing restrictions.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$47 818.00) 	<p>Five early career teachers benefited from the provision of additional release. This release was timetabled due to the availability of a staff member. This ensured all staff were well-supported and able to participate in professional learning, coaching and mentoring as well as receive additional time for lesson preparation. This funding is a valuable support structure for these teachers.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	335	313	295	273
Girls	315	305	309	281

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.9	93.8	93.7	89.7
1	91.2	92.3	91.2	91.7
2	91	92.1	92.2	91.5
3	89.7	90.8	89.6	91.9
4	91.1	91	89.4	90.4
5	90.5	91.6	91.4	86.5
6	91.8	90	89.5	89.5
All Years	91	91.6	90.9	90.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	22.17
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,462,973
Revenue	7,473,274
Appropriation	7,452,567
Sale of Goods and Services	1,608
Grants and contributions	17,347
Investment income	1,753
Expenses	-7,599,005
Employee related	-6,811,102
Operating expenses	-787,903
Surplus / deficit for the year	-125,731
Closing Balance	1,337,242

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.

	2020 Approved SBA (\$)
Targeted Total	170,550
Equity Total	1,549,305
Equity - Aboriginal	245,285
Equity - Socio-economic	867,102
Equity - Language	0
Equity - Disability	436,919
Base Total	4,545,812
Base - Per Capita	149,401
Base - Location	79,058
Base - Other	4,317,352
Other Total	964,914
Grand Total	7,230,581

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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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Despite the restrictions under COVID Ross Hill students and staff maintained a close partnership with the P&C association during 2020. The P&C provided consistent feedback to the school throughout the year on communication, Learning from Home, and school planning. The P&C president met with the principal throughout the year to enable communication as there were no P&C meetings held. Facebook was a communication tool of choice for the P&C.

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 which followed a trend seen prior to COVID. Facebook has become a significant conduit between the school and the community. For example, 3 posts alone during the year reached an average of 2833 people. (5 times the school population). The newsletter remains the main source of communication and due to COVID was moved to a digital platform using Schoolzine. It is anticipated to go completely digital in Term 2 2021.

School communication data records show 1363 phone calls and 367 meetings occurred during the year with notes and letters also utilised to connect with families. The increase in phone calls was largely attributed to the impact of COVID restrictions and the Learning from Home period.

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.