

# 2021 Annual Report

## Ross Hill Public School



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## Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

### School contact details

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Ross Hill Public School

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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 staff and students will work together to create a collaborative learning environment. The diverse academic, social, emotional, and cultural needs of all our students will be met through learning experiences that develop positive learning dispositions.

## School context

Ross Hill Public School is an inclusive school that encourages every student from Kindergarten to Year 6 to reach their full potential. The school is a recognised leader in the pursuit of excellence, innovation, and community partnerships and is a proud "You Can Do It!" school. The school is a proactive member of the Sapphire Community of Schools, working with other schools across the community to provide quality public education.

Located in Inverell, Ross Hill Public School has a school population of approximately 540 students. 25% of the student population identify as Aboriginal and/or Torres Strait and 2% are students from language backgrounds other than English.

In 2021, there were 25 classes across the school. Twenty-two classes were year-based mainstream classes and three classes were for students with additional needs. Of the special education classes, one class is for students with moderate and severe intellectual disabilities and autism, and two classes are Multi-Categorical for students with moderate to high support needs.

The school has excellent facilities, which include well-maintained classrooms surrounded by landscaped gardens and outdoor play spaces. The school has a comprehensive library and very high levels of technology for student learning. In addition to the academic pursuits, the school provides a broad range of opportunities for students in areas including the performing arts, cultural, leadership, and sporting experiences.

The school has been involved in the Early Action for Success (EAFS) strategy since 2014. This strategy is led by Instructional Leaders and includes interventionist teachers.

Students at Ross Hill benefit from strong connections with their community and are well-supported by an active P&C association.

As a result of consultation with the staff, students and the community, the situational analysis identified the areas of focus for this Strategic Improvement Plan. To have a positive impact on student growth and attainment, the themes of curriculum, assessment, feedback, and collaboration were highlighted. With the impending release of the new curriculum, extensive work will need to be undertaken by staff on developing assessment tasks and collecting and analysing achievement data. The instructional leader will be a valuable resource in supporting this work. Further professional learning for staff leading to changed practice will also be undertaken on the use of feedback to students.

From the analysis of attendance data, student absence may be able to be reduced through strengthened wellbeing practices. The need to develop enhanced transition practices for Kindergarten was also highlighted through the COVID-19 period, where successful video communication was instigated and a more personal approach to starting school was implemented. The 'What Works Best' update and strategies on improving wellbeing and engagement will be a support in improving student attendance.

The Situational Analysis also showed that building a learning community and improving communication would be practices that would have a positive impact on all areas of the new school plan.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data-informed teaching practices through high-impact professional learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practices
- High Impact Professional Learning

### Resources allocated to this strategic direction

**Aboriginal background:** \$67,271.00  
**Integration funding support:** \$108,904.00  
**Low level adjustment for disability:** \$444,027.40  
**Literacy and numeracy intervention:** \$94,179.12  
**English language proficiency:** \$2,400.00  
**Socio-economic background:** \$555,161.51  
**Early Action for Success (EAfS):** \$343,026.00  
**QTSS release:** \$109,875.64  
**Professional learning:** \$47,393.69

### Summary of progress

The Instructional Leader was instrumental in mentoring and coaching teachers to collect assessment data in reading and numeracy on a regular and planned basis. Teachers demonstrated their commitment to implementing the most effective teaching methods while working closely with the Instructional Leader. Student data was analysed and shared within stage teams and used to inform classroom practice and guide decisions about intervention strategies. Year 3-6 check-in assessment data was used by primary staff to reflect on teaching and the achievement of outcomes, and Teachers found this tool to be timely and useful.

Data-informed practices underpinned the Aboriginal intervention program aimed at increasing the number of students achieving in the top two bands for literacy and numeracy. This Stage 2 intervention alternated every 5 weeks between reading and numeracy and 30 Aboriginal students participated in the program. NAPLAN data shows an increase in the numbers of Aboriginal students in the top two bands from 8.9% in 2019 to 11.6% in 2021. Students reported positive engagement, improved confidence when attempting tasks and improved enjoyment of reading and mathematics. Strengths of the program were having a team approach to planning, being able to work collaboratively with colleagues and being able to minimise interruptions to teachers and their classes from Term 3 on with a modified timetable.

High-impact professional learning was a whole school commitment throughout the year and a range of planned workshops were completed. The Instructional Leader was instrumental in providing quality differentiated learning for staff in both workshop and individual settings. All K-6 staff were offered the opportunity to participate in the NSW Mathematics Strategy's online professional learning. 10, K-2 staff participated in 'Starting Strong', and 11, 3-6 staff participated in 'Working with the Big Ideas'. Some in-school time was provided; however, participants also made a commitment to engage in a number of after-school workshops.

Learning walks were introduced once per term for each stage to build an understanding of the impact of professional learning on practice but the implementation of these was severely hampered by the lack of human resources and the effects of COVID-19. The observations that occurred were enlightening and showed a range of teacher expertise and levels of practice in response to professional learning.

The next steps in working towards the achievement of school targets are:

- \* to enable the employment of the additional 0.6 Assistant Principal Curriculum and Instruction position
- \* to promote participation in the NSW Mathematics Strategy learning for all staff

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Reading Target:</b> The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 19.9% (baseline) to at least 23.8% (mid-way point to lower bound target).	NAPLAN data shows 26.03% of students in Years 3 and 5 achieving the top two bands for reading. This result was an increase of 8.66% and was higher than our mid-point target.
<b>Numeracy Target:</b> The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 13.5% to at least 17.2% (mid-way point to lower bound target).	This year 15.49% of students achieved the top two bands of numeracy. This was an increase of 5.91% against baseline data.
<b>Reading Growth Target:</b> The proportion of Year 3 and 5 students achieving expected growth in reading increases from 47.8% to 52.4% (mid-way point to lower bound target).	The proportion of students achieving at or above expected growth in reading exceeded our growth target by 10.3% with 62.7% students achieving at this level.
<b>Numeracy Growth Target:</b> The proportion of Year 3 and 5 students achieving expected growth in numeracy increases from 38.9% to 45.5% (mid-way point to lower bound target).	This year the percentage of students achieving at or above expected growth for numeracy was below our target of 45.5% with 38% students achieving this level.
<b>SEF Elements:</b> School self-assessment of the components "Data Analysis" and "Whole school monitoring of Assessment" indicates improvement from Delivering to Sustaining and Growing.	<p>Self assessment against the School Excellence Framework shows the school is currently performing at Delivering in the element of Data Literacy, where teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</p> <p>In the area of Formative Assessment, where teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students, the school self assessment identified that practice met the element at Sustaining and Delivering.</p>

## Strategic Direction 2: Known, valued and cared for

### Purpose

To ensure that our students are known, valued and cared for, whole-school processes that support high levels of engagement and wellbeing will be developed and monitored.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Transitions

### Resources allocated to this strategic direction

**Aboriginal background:** \$153,365.00

**Socio-economic background:** \$81,880.00

**Location:** \$74,729.36

**School support allocation (principal support):** \$28,777.14

**Literacy and numeracy:** \$15,285.48

### Summary of progress

The Attendance team were responsible for recording, monitoring and actioning student attendance concerns. The team was led by the Deputy Principal and included the Aboriginal Education Officer, the Home School Liaison Officer and key support staff as required. When COVID-19 restrictions allowed, face-to-face meetings occurred and phone and virtual meetings were also used. Each meeting was recorded in the meeting module in SENTRAL and student incidents were included under wellbeing. Initiating and improving communication was the priority and first response used to improve student attendance. Attendance data was regularly analysed and used to inform actions and strategies for personalised support. The Aboriginal Education Officer provided knowledge, wellbeing and cultural support as part of the Attendance team and was an active conduit between the school and the community. 63 students were identified and supported by the Attendance team throughout the year.

In 2021 the Kindergarten transition program was refined and adapted to meet school and community needs within COVID-19 restrictions. Successful strategies included the development of a private Facebook group, Education Week school tours, the early preparation of enrolment packs, regular contact and visits with pre-schools, school-based theme days, planned transition sessions, and individual interviews with each family. As a result, 77 individual contacts (for the 65 enrolments) joined the Facebook page, all eight early childhood and pre-school centres attended the Farm Day and every family was able to join an interview either in person, virtually or by phone prior to enrolment.

Staff and parents acknowledged that students started school well-known and confident. The availability of the earlier enrolment packs was well-received which meant the enrolment process was completed before the end of the year. Regular communication with early intervention and pre-school centres led to ongoing professional networking and the accurate sharing of student information. Kindergarten families continued to engage with the Facebook page and were kept up-to-date throughout the year.

The next steps are to:

- expand the Attendance team to include new staff as part of the leadership and succession planning
- review and refine the transition timelines for 2022/23

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance Target:</b> To increase the percentage of students attending 90% or more of the time from 71.3%	In 2021 the number of students attending greater than 90% of the time was 58.2%. This was above the state average of 57.5%. An increase of 13.1% is required to meet the baseline data of 71.3%.

(baseline data) to 73.6% (midway point to the lower bound system negotiated target).	
A review of the enrolment process for Kindergarten students is conducted and recommendations implemented and planned for the 2022 transitions.	The Assistant Principal Early Stage One led the review of the Kindergarten enrolment process which resulted in a change to the number of transition days and activities as well as every family participating in an enrolment meeting either in person or by phone. As a result, all enrolment processes were completed and health and wellbeing plans were developed before students commenced school.



### Strategic Direction 3: Community Partnerships

#### Purpose

To build a learning community with key school personnel, the school community and the wider community so that there is a shared vision for student achievement underpinned by professional learning and open lines of communication.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Engagement
- Communication

#### Resources allocated to this strategic direction

**Socio-economic background:** \$68,430.01

#### Summary of progress

COVID-19 restrictions changed the opportunities for community engagement throughout the year. The professional learning that was planned did not occur although some professional learning was provided to Kindergarten parents as part of the Best Start process; this was valuable time spent with small family groups. Kindergarten parents were provided with resource kits to use at home and they received explicit teaching about how to use the resources and how these resources supported classroom teaching. The school newsletter was used to share focused articles and during Term 3, a weekly mathematics challenge was shared for families to enjoy together. The aim was for students to share the mathematical language and flexible thinking that they were learning about and using in class with their families. This challenge also supported the professional learning staff were undertaking.

The communication strategy was reviewed and refined through meetings with both staff and the P&C. The new document was shared with the community and added to the Kindergarten parent packs. One of the impacts of COVID-19 was the increase in communication with families through SENTRAL text messages. An unforeseen impact of this was the financial cost to the school of these messages and the size limitations of the messages.

The school newsletter was published digitally this year utilising the Schoolzine platform. A midyear review of the data suggested that less than 50% of families opened the newsletter each week. COVID-19 contact tracing revealed that many families had not supplied a valid email address and were not on the newsletter email list. This was rectified when administrative staff contacted every family to update email addresses. There are now 5 staff trained in preparing articles and publishing the newsletter.

The investment in quality communication and school management tools has been an asset for the school. Staff remain committed to using SENTRAL as the management system. In 2021 there were some technical difficulties that were not resolved. With the advertised improvement to SENTRAL support, it is anticipated the system will be more efficient and responsive in the new year given the expense of the program.

The next steps are to:

- collaborate with the school community to highlight the digital school newsletter
- reassess SENTRAL and its efficiency and effectiveness due to its cost

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A plan for literacy and numeracy learning is shared with the community and actioned through both face-to-face and digital platforms with 20% of parent participating.	The newsletter provided a conduit between the school and community to share literacy and numeracy learning through focused articles; its digital form also reduced environmental impact and printing costs to the school. Planned opportunities for face-to-face learning for parents were limited due to COVID-19 restrictions.

75% of the school community access the school newsletter as a digital document when it is sent via email. Access data for social media is shared with the community and reviewed by the leadership team. Strategic planning for learning focuses is evident as a key component of communication.

At the end of 2021, the school newsletter was emailed to 408 addresses and Week 10 data indicated that 236 newsletters (57%) were opened. The Facebook page grew as a positive communication tool. One data example from a post about Reading Club registered 1109 impressions, a reach of 987 and 310 engagements with the post.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,904.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ross Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* eligible students being supported within their classrooms, and through participation in targeted intervention programs, to achieve progress towards their learning goals as identified in their Personalised Learning and Support Plans.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to ensure that processes for the review of Personalised Learning Plans are undertaken at midyear as a result of the analysis of student achievement data.</li> </ul>
<p>Socio-economic background</p> <p>\$705,471.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ross Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Communication</li> <li>• Data Informed Practices</li> <li>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to implement a tiered intervention program.</li> <li>• resourcing to build quality learning environments that increase the equitability of resources.</li> <li>• additional staffing to implement specialist programs in music for all students and drama for students with additional needs.</li> <li>• employment of specialist staff to manage and maintain technology across the school so that access to technology is equitable.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* an increase in the number of students achieving in the top two bands for literacy and numeracy from 2019 data.</li> <li>* Year 3 and Year 5 NAPLAN average reading scores were above that of Statistically Similar School Group (SSSG).</li> <li>* 40.3% of Year 3 students achieving in the top two bands of NAPLAN writing in 2021 compared to 34.3% in 2019.</li> <li>* Year 5 students achieved reading growth of 62.7% which was above that of SSSG at 56.5%.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* providing a tiered intervention program so that students are supported to achieve stage outcomes.</li> <li>* focusing on the implementation of the new syllabuses to support our trajectory towards achieving targets.</li> </ul>

<p>Socio-economic background</p> <p>\$705,471.52</p>	<p>* providing additional resourcing to overcome disadvantage and create opportunities for student growth.</p>
<p>Aboriginal background</p> <p>\$220,636.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ross Hill Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Data Informed Practices</li> <li>• Transitions</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students.</li> <li>• employment of an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> <li>• employment of additional staff to deliver personalised in-class support for Aboriginal students K-2.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* 5.7% increase in NAPLAN average reading scores for Year 3 Aboriginal students from 345.8 in 2019 to 365.8 in 2021.</li> <li>* 5.4% increase in NAPLAN average reading scores for Year 5 Aboriginal students from 422.4 in 2019 to 445.7 in 2021.</li> <li>* 0.7% increase in NAPLAN average numeracy scores for Year 5 Aboriginal students from 409.5 in 2019 to 412.4 in 2021.</li> <li>* opportunities for the Aboriginal Education Officer to contribute important community knowledge and perspective to the work of the Attendance team.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to prioritise the intervention program for Stage 2 Aboriginal students so that personalised support is available.</li> <li>* to expand the cultural support provided for Kindergarten students as part of their transition program.</li> </ul>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ross Hill Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Learning Support staff to support the delivery of a tiered intervention program to support students achieve grade outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* student progress showing high growth on the EAL/D learning progressions, with identified students achieving grade expectations.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to continue to monitor identified students through the Learning and Support Team.</li> </ul>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$444,027.40</p>	<p>students at Ross Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within classrooms through the employment of School Learning and Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* the provision by School Learning Support Officers (SLSOs) to provide daily intervention through both small group and in-class models.</li> <li>* SLSOs supporting student wellbeing throughout the year with students exhibiting an increase in on-task behaviour and confidence.</li> <li>* school assessment data showing a learning improvement effect size of 1.6 for Year 2 students receiving targeted intervention.</li> <li>* reading club data showing that 75 students were supported by SLSOs.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to use the Learning Support Team and school data to further identify students at-risk and to strategically provide SLSO support.</li> <li>* to continue to provide professional learning for SLSOs to enhance their capacity to support students.</li> </ul>
<p>Location</p> <p>\$74,729.36</p>	<p>The location funding allocation is provided to Ross Hill Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions and incursions to enable all students to participate.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* increased opportunity for all students to participate in all aspects of curriculum and extra curricula activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to continue to plan opportunities for students to overcome isolation and disadvantage.</li> </ul>
<p>Literacy and numeracy</p> <p>\$15,285.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ross Hill Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transitions</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional Learning and Support Officers for Kindergarten students as part of the transition plan.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* a successful transition to school for Kindergarten students with wellbeing,</li> </ul>

<p>Literacy and numeracy</p> <p>\$15,285.48</p>	<p>literacy and behaviour support provided by additional staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* for staff to develop a greater understanding and knowledge of the literacy acquisition of students in their first year at school through the provision of professional learning.</li> </ul>
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Ross Hill Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an Instructional Leader to build the capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on improving pedagogy and teaching practice, high-impact literacy and numeracy strategies, data collection and analysis, curriculum delivery and differentiation.</li> <li>• teachers participating in professional learning opportunities available through the Numeracy Strategy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* an increase in the percentage of students achieving in the top two bands for NAPLAN reading and numeracy from 13.47% in 2019 to 20.83% in 2021.</li> <li>* 10 staff, K-2 participating in 'Starting Strong', and 11 staff, 3-6 participating in 'Working with the Big Ideas' as part of the Numeracy Strategy.</li> <li>* professional learning sessions being planned and provided for all stages.</li> <li>* classroom visits by the Instructional Leader providing modelling, in-class support and a sense of where to next for individual teachers.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to identify future professional learning and actions.</li> <li>* to prioritise formative assessment across the school, focusing on feedback and data literacy.</li> </ul>
<p>QTSS release</p> <p>\$109,875.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ross Hill Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals being provided with additional release time to support classroom programs and the implementation of quality teaching practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* teachers using and understanding learning intentions and success criteria and maintaining a strong focus on analysing student data to inform their practice.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to prioritise executive release so that teaching exchanges and class visits are also used to inform focus areas for further growth and development.</li> </ul>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$94,179.12</p>	<p>Ross Hill Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Learning and Support Teachers (LaST) to support the delivery of evidence-based literacy and numeracy programs and data-driven practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* the implementation of targeted literacy and numeracy intervention programs as a result of ongoing formative assessment for identified students performing below the expected level for their stage.</li> <li>* a decrease in the percentage of Year 3 students attaining NAPLAN Band 1 reading from 5% in 2019 to 3% in 2021.</li> <li>* a decrease in the percentage of Year 3 students attaining NAPLAN Band 2 reading from 35% in 2019 to 20% in 2021.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to continue the engagement of additional teaching staff to implement intensive small group reading and numeracy intervention programs.</li> </ul>
<p>COVID ILSP</p> <p>\$224,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* 81 students in Years 3-6 receiving additional support in semester one.</li> <li>* 90 students in Years 3-6 receiving additional support in semester two.</li> <li>* Term 4 check-in reading assessment data showing all grades achieved results above that of SSSG.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to provide additional in-class support for Years 3-6 students to continue to meet their personal learning goals.</li> <li>* to utilise online tutoring support when staffing is not available.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	313	295	273	264
Girls	305	309	281	278

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.8	93.7	89.7	89.9
1	92.3	91.2	91.7	88.9
2	92.1	92.2	91.5	89.9
3	90.8	89.6	91.9	90.1
4	91	89.4	90.4	89.9
5	91.6	91.4	86.5	88.1
6	90	89.5	89.5	87.5
All Years	91.6	90.9	90.1	89.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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)	19.87
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	7.96

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,337,242
<b>Revenue</b>	7,498,574
Appropriation	7,463,536
Sale of Goods and Services	7,358
Grants and contributions	26,429
Investment income	651
Other revenue	600
<b>Expenses</b>	-7,603,757
Employee related	-6,425,762
Operating expenses	-1,177,995
<b>Surplus / deficit for the year</b>	-105,183
<b>Closing Balance</b>	1,232,058

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	81,139
<b>Equity Total</b>	1,484,652
Equity - Aboriginal	220,636
Equity - Socio-economic	817,589
Equity - Language	2,400
Equity - Disability	444,027
<b>Base Total</b>	4,330,248
Base - Per Capita	140,174
Base - Location	74,729
Base - Other	4,115,344
<b>Other Total</b>	967,239
<b>Grand Total</b>	6,863,279

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents responded to a school satisfaction survey seeking feedback about level of service that the school provided and the ease of communicating with the school. The surveys were sent via SMS, email and through the school newsletter and 154 responses were received which was a significantly higher response in comparison to previous paper surveys. The results were as follows:

- 93% of parents were satisfied with the services of the school
- 90% of parents found it easy to communicate with the school

The survey results were shared with the community through the school newsletter.

Throughout the year, Ross Hill students and staff maintained a close partnership with the P&C association. The P&C provided consistent feedback to the school on communication, the Learning from Home process and practices, and school planning through meetings, phone conversations and social media. Facebook was a communication tool of choice for the P&C.

School communication records for parent contacts show that 1302 phone calls and 290 meetings occurred during the year with notes and letters also used to communicate with families. Phone calls to families remained high in number as a result of COVID-19 restrictions and the 4 week Learning from Home period.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.