

2022 Annual Report

Ross Hill Public School



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Introduction

The Annual Report for 2022 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.

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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 Islander and 2% are students from language backgrounds other than English.

In 2022, there were 25 classes across the school. Twenty-two classes were year-based mainstream classes and four 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 three classes are Multi-Categorical for students with moderate to high support needs. (The fourth special education class was established in 2022.)

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 was previously involved in the Early Action for Success (EAFS) strategy since 2014. In 2022 the school transitioned from Instructional Leaders to Assistant Principals - Curriculum and Instruction to provide mentorship, support and curriculum guidance to staff across the school. The school has elected to contribute to this resourcing through additional school funding.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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

Professional learning: \$46,627.00

QTSS release: \$105,268.00

AP Curriculum & Instruction: \$240,913.00

Socio-economic background: \$290,722.00

Low level adjustment for disability: \$152,521.00

Literacy and numeracy: \$129,878.00

Integration funding support: \$64,929.00

Summary of progress

The school executive team worked collaboratively to drive our achievements in strengthening student growth and attainment in 2022. Assistant Principals, with support of the Assistant Principals Curriculum and Instruction and members of stage teams identified the following statements as underpinning our schools progress.

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively to inform classroom instruction. (SEF- Assessment, Data skills and Use)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice).
- Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies. (SEF - Differentiation)
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)
- All teachers are committed to professional learning to increase their capacity in identifying, understanding, and applying effective strategies and participate actively in planned off-class sessions with the APCI's.
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)
- Students are supported to achieve success with multi-layers of support provided in literacy and numeracy which including small group, targeted individual and in-class SLSO support.

The next steps are to:

- Maintain whole school professional learning in Literacy and Numeracy, under the guidance of the Assistant Principals, Curriculum and Instruction.
- Provide coaching and mentoring opportunities for staff to enhance classroom practices in literacy and numeracy teaching. in line with new syllabus content.

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
Reading Target: The proportion of Year 3 and 5 students achieving in the	NAPLAN data shows 24.14% of students in Years 3 and 5 achieving the top two bands for reading. This result was a slight decrease from 2021 of 1.89%

top two bands in NAPLAN reading increases from 19.9% to at least 27.6% (lower bound system-negotiated target).	and is 3.46% below the target of 27.6%.
Numeracy Target: The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 13.5% to at least 20.8% (lower bound system-negotiated target).	This year 16.2% of students achieved the top two bands of numeracy. This was an increase of 0.71 % against 2021 data and 4.6% below the target.
Reading Growth Target: The proportion of Year 3 and 5 students achieving expected growth in reading increases from 47.8% to 57% (lower bound system-negotiated target).	Student growth data was not available for 2022 due to NAPLAN not being completed in 2020.
Numeracy Growth Target: The proportion of Year 3 and 5 students achieving expected growth in numeracy increases from 38.9% to 51.4% (lower bound system-negotiated target).	Student growth data was not available for 2022 due to NAPLAN not being completed in 2020.
SEF Elements:: School self-assessment of the components "Data Literacy" and "Formative Assessment" indicates improvement from Delivering to Sustaining and Growing.	<p>Staff collaborative assessment of school performance indicates that our school is still evaluated at Delivering in the element of Data Literacy.</p> <p>Staff collaborative assessment In the area of Formative Assessment was identified as having met the goal of meeting the School Excellence Framework descriptor of Sustaining and Delivering in 2022.</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: \$91,603.00
Socio-economic background: \$85,811.00
Location: \$75,259.00
Per capita: \$141,298.00

Summary of progress

The Attendance team continued to strengthen processes 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. A return to face-to-face meetings occurred with key liaison staff, and sometimes interagency personnel, joining the meeting by phone. 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. 35 students were identified and supported by the Attendance team throughout the year.

In 2022 the Year 6 transition program was planned and improved to meet school and community needs. Successful strategies included the confirmation of transition dates early in the year, the participation of the Year 7 advisor in the Year 6 major excursion to Canberra, the follow-up of administration staff for high school enrolment packs, valued contact with key personnel at the high school, school visits by high school staff, and successful transition sessions. As a result, all students participated in flexible transition programs, from the formal half-day and full-day sessions to small group and individual guided visits.

Staff and parents acknowledged that students were excited and confident about starting high school with all enrolment paperwork completed by the end of Term 4.

The next steps are to:

- Continue to embed whole school practices to analyse attendance data and implement strategies to improve attendance.
- Strengthen our focus on the engagement/attendance of Kindergarten students, particularly Aboriginal students, to build a strong connection with school and education.

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
Attendance Target: To increase the percentage of students attending 90% or more of the time from 71.3% (baseline data) to 80.9% (upper bound system negotiated target).	In 2022 40.7% of students attended 90% of the time or better, a decline of 17.13% from 57.83% in 2021. Significant student illness and the ongoing impact of COVID had an impact upon target results.

A review of the enrolment process for Year 6 - Year 7 students is conducted and recommendations implemented and planned for the 2022 transitions.

Transition for students from Year 6 to 7 was more successful in 2022 through stronger planning and collaboration across the whole Sapphire Community of Schools.

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: \$20,000.00

Aboriginal background: \$5,000.00

Summary of progress

A return to pre-COVID school activities and events during the year helped the school re-engage with the community. Parents and family members were able to attend school functions and to share in the life of the school.

Parent teacher interviews were well-supported, both as face-to-face meetings and via phone which gave families another option. Community meetings were held with the P&C and the Aboriginal community to build relationships and to receive feedback. Families agreed that SMS was a preferred form of communication, and this was developed as the year progressed with the changes to Sentral billing allowing it to be managed within school budget planning.

During the year, community members were able to again participate in classroom activities and this support especially with art, sport and dance was a key component of the success of these activities.

A new community relationship was formed in 2022 with the start of the Kids Hope Mentoring program. As a World Vision project, this partnership with the Churches of Inverell saw 9 mentors trained and matched to a student. Each mentor voluntarily provided an hour a week to support a student. The students were nominated by staff members and approved and endorsed by parents. The program was offered to Ross Hill free of charge and is a great community partnership initiative.

The digital newsletter continued during the year, with additional staff being trained in its preparation and publishing. Administration staff use the weekly data to keep email addresses up-to-date by managing any emails that bounce back and by checking un-subscriptions. Census data during the year suggested that less than 50% of families opened the newsletter each week. This remains a barrier in providing quality information to parents about events. It is also a barrier in delivering information about educational topics of interest and snippets of professional learning for families that supports the work occurring in classrooms. With many families working during school hours, the challenge is how to develop understanding of classroom practice for families as partners in education.

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 2023, Sentral will become the school's financial management product as the Department of Education moves to retire existing systems.

The next steps are to:

- Work collaboratively with the newly re-established AECG to develop a stronger partnership and links to our Aboriginal community.
- Work in partnership with the P&C Association and other community groups to foster high levels of community support and advocacy.

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
<p>Regular feedback on performance is sought from staff, students and parents through surveys. 10% of the school community respond to satisfaction surveys for Annual School reporting.</p>	<p>With relaxed COVID implications in 2022 surveys were not used as anticipated. Feedback was gathered through increased face-to-face meetings and gatherings as families were reconnecting with the school setting.</p> <p>Paper-based surveys and links to surveys in the newsletter were not well-supported. Survey response to SMS was more successful with 154 responses received compared to 10 responses for a paper survey.</p>
<p>The communication strategy is reviewed and actioned as part of the student enrolment process. Staff responsibilities and contributions are known and planned.</p>	<p>SMS communication with families was implemented in 2022 following community feedback. Increased face to face meetings also enhanced communications between school and home.</p> <p>Inclusion of an events calendar as part of the newsletter communication gave parents, carers and community greater awareness of events and happenings within the school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$64,929.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: 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.</p>
<p>Socio-economic background</p> <p>\$466,533.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Attendance • Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through APCI induction program to support staff learning in literacy and numeracy practices. <p>The allocation of this funding has resulted in the following impact: The APCI's are the lead learners within the school, acknowledged by staff for their expertise and valued contributions to staff learning.</p> <p>After evaluation, the next steps to support our students will be: To expand the APCI program to two fulltime positions in 2023 utilising school funding.</p>
<p>Aboriginal background</p> <p>\$96,603.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Community Engagement

<p>Aboriginal background</p> <p>\$96,603.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a Literacy and Numeracy tutor with students to enhance engagement and ensure student achievement is at or above grade level • employment of additional staff to deliver personalised support for Aboriginal students during transition periods • employment of specialist additional staff to support Aboriginal students' attendance at school <p>The allocation of this funding has resulted in the following impact: 30 students accessing literacy and numeracy support with students reporting improved confidence with attempting tasks and class data showing an average growth effect size of 1.6. The employment of an Aboriginal elder was effective in supporting Kindergarten transition. As a result, Kindergarten students and families experienced good communication and students were known, valued and cared for and had another trusted adult who could assist them.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ Aboriginal staff to ensure a successful transition to school and to continue to provide differentiated, personalised support to Aboriginal students through a targeted tutoring program.</p>
<p>Low level adjustment for disability</p> <p>\$152,521.00</p>	<p>Low level adjustment for disability equity loading provides support for 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The provision by School Learning Support Officers (SLSOs) to provide daily intervention through both small group and in-class models. SLSOs supporting student wellbeing throughout the year with students exhibiting an increase in on-task behaviour and confidence. Reading club data showing that participating students were able to access literacy support from SLSOs. SLSO support was also used to provide support for classroom teachers when staff absenteeism was high.</p> <p>After evaluation, the next steps to support our students will be: To use the Learning Support Team and school data to further identify students at-risk and to strategically provide SLSO support. To continue to provide professional learning for SLSOs to enhance their capacity to support students.</p>
<p>Location</p> <p>\$75,259.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$75,259.00</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Increased opportunity for all students to participate in all aspects of curriculum and extra curricula activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to plan opportunities for students to overcome isolation and disadvantage.</p>
<p>Professional learning</p> <p>\$46,627.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ross Hill Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist staff to unpack evidence-based approaches to teaching aligned to the school plan. • providing casual relief so that staff are able to participate in stage-based coaching, mentoring and targeted professional learning. • providing high-impact professional learning identified through staff Performance and Development Plans. <p>The allocation of this funding has resulted in the following impact: The increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved teacher confidence and improved student results.. School focus on improving numeracy with all staff actively participating in either 'Starting Strong' or 'Working with the Big Ideas" led by the APCI's</p> <p>After evaluation, the next steps to support our students will be: To expand the Assistant Principal Curriculum & Instruction role from 1.6 to 2.0 through the strategic use of school funds To continue the focus on improving the teaching of numeracy and assessment, and improving staff knowledge and use of data literacy</p>
<p>Literacy and numeracy</p> <p>\$129,878.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: This program was highly disrupted during 2022 due to impact of staff and student absences. The program was sporadic and could not be evaluated effectively. 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. Compared to 2021 an additional 3 year 3 students performed in the bottom 2 bands in numeracy. Compared to 2021 an additional 10 year 3 students performed in the bottom 2 bands for reading.</p>

<p>Literacy and numeracy</p> <p>\$129,878.00</p>	<p>After evaluation, the next steps to support our students will be: To continue the engagement of additional teaching staff to implement intensive small group reading and numeracy intervention programs.</p>
<p>QTSS release</p> <p>\$105,268.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals being provided with additional release time to support classroom programs and the implementation of quality teaching practices. <p>The allocation of this funding has resulted in the following impact: Teachers using and understanding learning intentions and success criteria and maintaining a strong focus on analysing student data to inform their practice.. Assistant Principals able to coach and mentor their teams in a variety of settings.</p> <p>After evaluation, the next steps to support our students will be: To prioritise executive release so that teaching exchanges and class visits are also used to inform focus areas for further growth and development which supports the Professional Development Plans.</p>
<p>COVID ILSP</p> <p>\$162,131.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: 35 students in Years 5-6 received additional support in 2022. Year 5 Term 4 reading and numeracy check-in assessment data showed results well above that of SSSG.</p> <p>After evaluation, the next steps to support our students will be: To provide additional in-class support for Years 3-6 students to continue to meet their personal learning goals.</p>
<p>Per capita</p> <p>\$141,298.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ross Hill Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • To purchase quality curriculum resources so that classroom learning environments enhance students' opportunities for success. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Per capita</p> <p>\$141,298.00</p>	<p>Classrooms are well-resourced with age-appropriate materials that enhance learning opportunities for students..</p> <p>New reading texts were purchased for primary grades to provide a variety of support materials.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide quality resourcing to overcome disadvantage and meet student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$240,913.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • To utilise the Assistant Principal Curriculum & Instruction from the previous 1,0 to 2,0 allocations to build the capacity of K-6 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. <p>The allocation of this funding has resulted in the following impact: This program was significantly impacted by staff shortages and absences throughout the year. Planned professional learning sessions were disrupted and reduced although professional learning sessions were planned and provided for all stages. 12 staff, K-2 participating in 'Starting Strong', and 13 staff, 3-6 participating in 'Working with the Big Ideas' as part of the Numeracy Strategy. Classroom visits by the APCI's provided modelling, in-class support and a sense of where to next for individual teachers.</p> <p>After evaluation, the next steps to support our students will be: To identify future professional learning and actions. To prioritise formative assessment across the school, focusing on feedback and data literacy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	295	273	264	253
Girls	309	281	278	269

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	89.7	89.9	85.2
1	91.2	91.7	88.9	87.2
2	92.2	91.5	89.9	81.5
3	89.6	91.9	90.1	83.7
4	89.4	90.4	89.9	85.3
5	91.4	86.5	88.1	84.7
6	89.5	89.5	87.5	82.0
All Years	90.9	90.1	89.1	84.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.6
Classroom Teacher(s)	20.89
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	8.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,058,428
Revenue	7,785,551
Appropriation	7,739,678
Sale of Goods and Services	63
Grants and contributions	32,504
Investment income	3,373
Other revenue	9,934
Expenses	-7,675,408
Employee related	-6,648,686
Operating expenses	-1,026,722
Surplus / deficit for the year	110,144
Closing Balance	1,168,572

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.

	2022 SBAR Adjustments (\$)
Targeted Total	115,527
Equity Total	1,493,910
Equity - Aboriginal	268,548
Equity - Socio-economic	790,331
Equity - Language	0
Equity - Disability	435,032
Base Total	4,737,315
Base - Per Capita	141,298
Base - Location	75,259
Base - Other	4,520,758
Other Total	1,003,715
Grand Total	7,350,468

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 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, their preferences for communicating with the school and any areas for improvement. The surveys were sent through the school newsletter and 10 responses were received. This is indicative of the level of response the community has given to the school newsletter as an effective form of communication in comparison to survey results from 2021 where the survey was sent by SMS and 154 responses were received.

The results were as follows:

- 9/10 respondents were satisfied with the services of the school.
- SMS and notes/letters were the preferred means of communication.
- Improvements suggested included to changing the uniform to black, more contact from teachers, more reading help, giving kids a fair go, keeping the three 'R's' central.

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 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 821 phone calls and 184 meetings occurred during the year with notes and letters also used to communicate with families.

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 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

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.