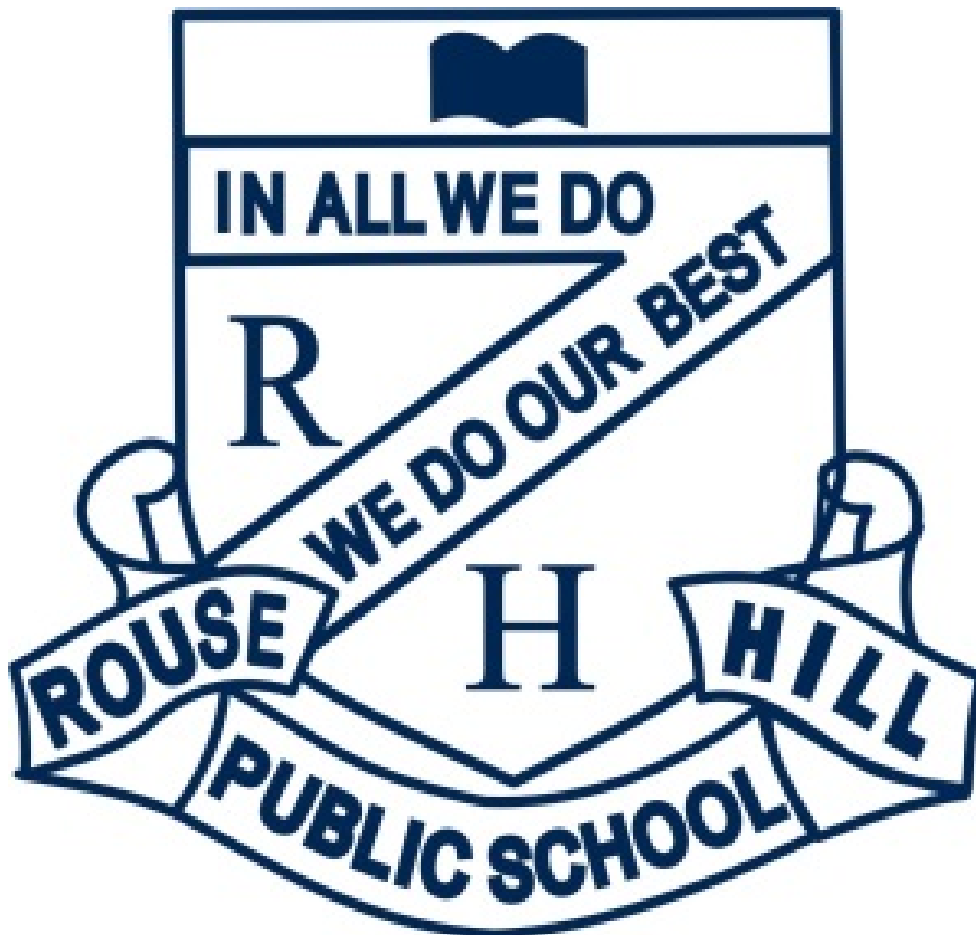


2022 Annual Report

Rouse Hill Public School



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Introduction

The Annual Report for 2022 is provided to the community of Rouse 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

At Rouse Hill Public School we work collaboratively to create an inclusive culture of high expectations in which every student is challenged and supported to learn and improve. We place our students at the centre of our decision-making, and strive to empower students to become respectful, responsible and resilient members of the community.

School context

Rouse Hill Public School is located in the rapidly growing North West region of Sydney. The current student enrolment of 1050, including a Support Unit consisting of one Multi-Category and three Autism classes, has increased considerably over the past three years and will continue to do so due to extensive development within our enrolment boundary. The teaching staff is growing in proportion to student enrolments and includes a mixture of experienced and early career teachers. The school caters for an increasingly culturally diverse student population. 60% of students have a language background other than English. 12 students identify as Aboriginal or Torres Strait Islander.

One of four bilingual schools in NSW, all students are provided with the opportunity to learn Mandarin. Our school provides extensive opportunities in sport, performing arts and extracurricular groups, and promotes a strong focus on developing respectful, responsible and resilient young members of the community. Rouse Hill Public School enjoys a strong relationship with its interested and active P&C Committee.

Our situational analysis, underpinned by a whole school focus on the What Works Best: 2020 update and the School Excellence Framework self-assessment, identified a need to establish purposeful data-informed practices to support teachers to successfully plan for and deliver quality differentiated instruction to all students, from those requiring additional learning support to those identified as high potential and gifted. Analysis of NAPLAN and Scout data, along with system-generated improvement measures, has identified the need for a rigorous focus on quality assessment in English and mathematics in order to strengthen pedagogy and increase the percentage of students achieving expected growth. Professional learning for teachers will include the development and use of quality summative and formative assessment, including a focus on robust consistent teacher judgement.

As a growing school, a strong focus on creating a collaborative culture in which teachers and leaders are lifelong learners will deepen curriculum knowledge and the use of evidence-based explicit teaching practices, building collective teacher efficacy. This will include a gradual release of responsibility model, allowing students to become self-regulated learners. High impact, differentiated and responsive professional learning will ensure that teachers at all career levels develop their capacity to meet the needs of their students. There will be a focus on ensuring comprehensive teaching and learning programs are strategically designed according to the teaching and learning cycle. A thickening of leadership, regardless of position or title, will promote sustainability of quality pedagogical practices.

Analysis of Sentral and Tell Them From Me data supports a considered and responsive approach to wellbeing in order to support our students to connect, succeed and thrive, and develop students' sense of belonging. Consistent academic and behavioural expectations will be forged around a restorative approach, with opportunities to seek and respond to student voice. Ongoing refinement of learning support team processes will enhance consistency, support students to meet school expectations and personalise learning.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	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 growth and attainment in English and mathematics, and to build strong foundations for success in all key learning areas, we will develop and sustain whole school evidence-based teaching, assessment and evaluative practices.

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 Instruction
- Personalised Learning

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$84,466.94

Literacy and numeracy: \$14,438.79

Summary of progress

This year in Strategic Direction 1, our focus on maximising student growth and attainment in English and mathematics continued, along with building strong foundations for success in all key learning areas by refining whole-school evidence-based teaching, assessment and evaluative practices. The use of data, including NAPLAN, Check-in assessments, writing rubrics, MiniLit and MacqLit assessments, Interview for Student Reasoning (IfSR) and in-class assessments, was used to measure student achievement and inform teaching and learning programs. The use of data to identify trends and gaps in student achievement and target teacher professional learning was an ongoing focus. Data informed practices were evident within some areas, e.g. MiniLit and MacqLit, and Check-in assessment data for Years 3-6. Mathematics assessments were refined to incorporate the A-E reporting scale to increase the precision of assessments, in alignment with the syllabus. Whole school tracking of reading and whole number data was reviewed and refined to respond to evidence-based practices, and we experimented with an online data wall.

A future direction in Strategic Direction 1 will be to harness the expertise of our incoming Assistant Principals, Curriculum & Instruction (AP, C&I), along with our substantive and aspiring leaders, to review and modify current data collection and analysis practices. Refining assessment and data analysis to drive responsive teaching and learning programs, in line with new syllabuses, will remain an ongoing focus. Our APs, C&I will take part in The Ponds Network AP, C&I Community of Practice. Collaborative Curriculum Time will provide opportunities for the APs C&I, APs and teachers to collaboratively analyse collected data to target areas of student learning need, thereby building the capacity of staff expertise in data use, the teaching and learning cycle and feedback, supporting student growth and attainment.

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
Increase the percentage of students achieving in the top 2 bands in NAPLAN reading by 7.07% from our 2017-18 baseline to reach our lower bound system-negotiated target of 53.40%.	Data indicates 43.17% of students are in the top two skill bands for reading, indicating progress yet to be seen towards our lower bound system-negotiated target.
Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy by 6.40% from our 2017-18 baseline to reach our lower bound system-negotiated target of 46.70%.	Data indicates 41.44% of students are in the top two skill bands for numeracy, indicating progress yet to be seen towards our lower bound system-negotiated target.
Increase the percentage of students	Expected growth cannot be calculated as NAPLAN was not conducted in

achieving expected growth in NAPLAN reading by 5.39% from our 2016-18 baseline to reach our 2022 system-negotiated annual trajectory lower bound target of 57.09%.	2020 and comparative student performance results are not available.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 3.70% from our 2016-18 baseline to reach our 2021 system-negotiated annual trajectory lower bound target of 60.22%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the area of 'Data Informs Practice' from 2021 data.	There was a -0.1% difference between 2021 and 2022 data, indicating progress yet to be seen towards our positive trend target.
70% of students are reading at or above their end-of-year expected reading benchmark level.	Data indicates 67.4% of students are reading at or above their end-of-year expected reading benchmark level.

Strategic Direction 2: Teachers and leaders as lifelong learners

Purpose

In order to foster lifelong learning amongst teachers and leaders, we will develop communities of practice that focus on explicit teaching and build collective teacher efficacy through collaboration and 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.

- Communities of Practice
- Highly Effective Teaching Practices

Resources allocated to this strategic direction

Professional learning: \$67,960.87

QTSS release: \$171,117.37

Summary of progress

This year in Strategic Direction 2, we continued our work on explicit teaching and building collective teacher efficacy. In building effective communities of practice, the work of teams of self-nominated teachers in the areas of English, mathematics and wellbeing provided opportunities for aspiring leaders to develop their capacity to lead initiatives and share their expertise with others through targeted teacher professional learning (TPL) linked to our Strategic Improvement Plan (SIP). Teachers engaged in a variety of high impact TPL, including that delivered by the school's Curriculum Reform Team, to foster highly effective teaching practices and develop teacher and leader capacity in preparation for the implementation of the new K-2 English and Mathematics Syllabuses, with much of the TPL including K-6. Staff members developed their professional practice through the Performance and Development Plan process, with goals aligned to the teaching standards and SIP. Staff participated in evidence based TPL to inform teaching programs and improve student learning outcomes. Teachers continued to work collaboratively during stage meetings and stage planning days to develop and refine programs linked to syllabus outcomes and effective use of relevant data sources. Leadership opportunities supported whole school improvement and the development of a strong pipeline of leaders.

A future direction in Strategic Direction 2 will be to again analyse Performance and Development Goals to inform TPL, including opt-in workshops. Opportunities for teachers to learn more about higher levels of accreditation will be explored, and relieving and substantive APs will take part in The Ponds Network Quality Teaching Community of Practice. To further foster ongoing improvement, we will continue to: develop our assessment practices and processes, review and reinforce the teaching and learning cycle, develop teachers' syllabus expertise, and develop teachers' capacity to collect and analyse data in order to become more responsive to student need. Differentiation in English and mathematics will continue to be a focus, including documentation in program evaluations and annotations. Collaborative Curriculum Time will provide opportunities for the APs, C&I and APs to build collective teacher efficacy. We will continue to support aspiring leaders to develop their capacity and contribute to school improvement initiatives in line with our strategic directions. Executive staff will take part in PL on Covey's 7 Habits of Highly Effective People and we will embed an evaluative rhythm aligned to our SIP.

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
Responses to the Tell Them From Me teacher survey demonstrate a positive trend from 2021 in the following areas within 'Learning Culture'. <ul style="list-style-type: none">• Students become fully engaged in class activities.• I monitor the progress of individual students.• I set high expectations for student learning.	Students become fully engaged in class activities: +0.1% indicating progress towards our positive trend target. I monitor the progress of individual students: +0.4% indicating progress towards our positive trend target. I set high expectations for student learning: -0.6% indicating progress yet to be seen towards our positive trend target. Students find class lessons relevant to their own experiences: -0.3%

<ul style="list-style-type: none"> • Students find class lessons relevant to their own experiences. 	<p>indicating progress yet to be seen towards our positive trend target.</p>
<p>Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Collaboration' from 2021 data.</p> <ul style="list-style-type: none"> • Teachers have given me helpful feedback about my teaching. • I discuss my assessment strategies with other teachers. • I discuss learning problems of particular students with other teachers. 	<p>Teachers have given me helpful feedback about my teaching: +0.4% indicating progress towards our positive trend target.</p> <p>I discuss my assessment strategies with other teachers: -0.6% indicating progress yet to be seen towards our positive trend target.</p> <p>I discuss learning problems of particular students with other teachers: no change between 2021 and 2022, indicating progress yet to be seen towards our positive trend target.</p>
<p>Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Leadership' from 2021 data.</p> <ul style="list-style-type: none"> • School leaders have provided me with useful feedback about my teaching. • School leaders have helped me improve my teaching. • School leaders have provided guidance for monitoring student progress. 	<p>School leaders have provided me with useful feedback about my teaching: -0.4% indicating progress yet to be seen towards our positive trend target.</p> <p>School leaders have helped me improve my teaching: +0.2% indicating progress towards our positive trend target.</p> <p>School leaders have provided guidance for monitoring student progress: -0.3% indicating progress yet to be seen towards our positive trend target.</p>
<p>Responses to the Tell Them From Me student survey demonstrate a positive trend in the area of 'Students Who Are Interested and Motivated' from 2021 baseline.</p>	<p>'Students Who Are Interested and Motivated' has been removed from the shortened survey.</p>
<p>Self-assessment against the five elements of the High Impact Professional Learning tool places us at 'Delivering' or higher.</p>	<p>Our self-assessment against the five elements of the High Impact Professional Learning tool places us at 'Delivering' or higher.</p>

Strategic Direction 3: Empowering learners to connect, succeed and thrive

Purpose

In order to enable students to connect, succeed and thrive, we will reflect on, refine and implement wellbeing processes that empower students and increase engagement.

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.

- Restorative Practices
- Supported Successful Students

Resources allocated to this strategic direction

Integration funding support: \$201,373.00
Refugee Student Support: \$1,375.36
Socio-economic background: \$46,880.77
Aboriginal background: \$9,852.74
English language proficiency: \$225,267.72
Low level adjustment for disability: \$175,597.06

Summary of progress

In Strategic Direction 3 during 2022, progress was made towards embedding a consistent whole school approach to student wellbeing and engagement through a collective responsibility for student learning and success in line with our Positive Behaviour for Schools (PBL) framework. Considerations and preparations were made for the implementation of the Inclusive, Engaging and Respectful Schools (IER) suite of policies. Cyclical analysis of wellbeing data was undertaken by teachers at a stage and school level. Appropriate intervention strategies and supports were implemented for individual students, along with strategies to respond to whole school wellbeing trends. A restorative approach was used to scaffold supportive teacher and student connections and conversations. Wellbeing programs continued, including daily mindfulness, Peer Support, Games Group, PBL assemblies, Bounce Back and Friendology, encouraging positive behaviour and resilience and reinforcing PBL expectations. Nationally Consistent Collection of Data (NCCD), Sentral wellbeing and attendance data and Learning and Support records were analysed regularly. To engage the community, meet the teacher sessions, goal setting parent teacher meetings, parent teacher interviews, Personalised Learning Pathways (PLPs) meetings and Personalised Learning and Support Plans (PLaSPs) meetings fostered the home school partnership. Student voice audit cards focusing on classroom management were trialled with senior students, providing an opportunity for them to share feedback about their learning experiences.

A future direction in Strategic Direction 3 will be to provide new teachers with TPL in PBL and classroom management to support the implementation of this school-wide PBL framework and IER. The suite of IER policies and frameworks will be systematically implemented according to Departmental timelines, with accompanying school procedures developed. Consistent review processes for individual student plans will be strengthened throughout 2023 to more responsively cater for student need. Our work with student voice will amplify throughout 2023, including student voice audit cards, surveys, SRC, one-on-one interviews, learning walks and focus groups. Relieving and substantive APs will take part in The Ponds Network Wellbeing Community of Practice. Each stage will organise an event to engage the students and their families throughout the year. Our Yarning Circle will provide a space for classes and groups to meet and yarn on a wide range of topics. Induction processes for newly arrived and EAL/D families will be developed to better support their transition to school and foster a sense of belonging in the school community.

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
Responses to the Tell Them From Me student survey demonstrate a positive trend in the area of 'Students with a Positive Sense of Belonging' from 2021 data.	Survey results indicate a +0.7% uplift, indicating a positive trend from 2021 to 2022 in the aspect of 'Students with a Positive Sense of Belonging'.

<p>Responses to the Tell Them From Me teacher survey demonstrate a positive trend from 2021 in the following areas within 'Learning Culture'.</p> <ul style="list-style-type: none"> • I am effective in working with students who have behavioural problems. 	<p>I am effective in working with students who have behavioural problems: - 0.3% indicating progress yet to be seen towards our positive trend target.</p>
<p>Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Collaboration' from 2021 data.</p> <ul style="list-style-type: none"> • I talk with other teachers about strategies that increase student engagement. 	<p>I talk with other teachers about strategies that increase student engagement: +0.4% indicating progress towards our positive trend target.</p>
<p>Between 85.50% and 90.50% of students will attend school 90% of the time or more, as per our 2022 lower bound and upper bound system-negotiated target.</p>	<p>The percentage of students attending greater than 90% of the time is 51.19%, indicating progress yet to be seen towards our annual trajectory lower bound target.</p>
<p>Percentage uplift from 2021 towards the school's lower bound system negotiated target of 89.10%.</p>	<p>Tell Them From Me data indicates 80.65% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), a +1.18% uplift from 2021.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Supported Successful Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: The use of our equity funding to employ SLSOs allowed us to support our teachers to meet the complex wellbeing and academic needs of their students. Through flexibly allocating SLSOs, the Learning and Support Coordinator was able to make best use of the available human resources to responsively support students in the classroom, in small groups and in the playground.</p> <p>After evaluation, the next steps to support our students will be: The use of equity funding to employ SLSOs to support students based on identified academic or wellbeing needs will continue in 2023.</p>
<p>Integration funding support</p> <p>\$201,373.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rouse 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"> • Supported Successful Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Targeted support to all individual students in mainstream classes who receive integration funding support to facilitate appropriate adjustments and accommodations with regards to their curriculum access and/or behaviour requirements through one-on-one support via the employment of School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students will be: Targeted support to individual students who receive integration funding support through the employment of School Learning Support Officers will continue in 2023, including reviewing PLaSPs and behaviour support plans.</p>
<p>Socio-economic background</p> <p>\$46,880.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rouse 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"> • Supported Successful Students <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$46,880.77</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the Learning and Support program. <p>The allocation of this funding has resulted in the following impact: The use of our equity funding to employ SLSOs allowed us to support our teachers to meet the complex wellbeing and academic needs of their students from low socio-economic backgrounds. Through flexibly allocating SLSOs, the Learning and Support Coordinator was able to make best use of the available human resources to responsively support students in the classroom, in small groups and in the playground.</p> <p>After evaluation, the next steps to support our students will be: The use of equity funding to employ SLSOs to support students based on identified academic or wellbeing needs will continue in 2023, including reviewing PLaSPs and behaviour support plans.</p>
<p>Aboriginal background</p> <p>\$9,852.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rouse 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"> • Supported Successful Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The use of our equity funding to employ SLSOs allowed us to support our teachers to meet the complex wellbeing and academic needs of their students. Through flexibly allocating SLSOs, the Learning and Support Coordinator was able to make best use of the available human resources to responsively support students in the classroom, in small groups and in the playground.</p> <p>After evaluation, the next steps to support our students will be: The use of equity funding to employ SLSOs to support Aboriginal or Torres Strait Islander background students, based on identified academic or wellbeing needs, will continue in 2023, including reviewing 2022 PLPs and collaboratively developing 2023 PLPs.</p>
<p>English language proficiency</p> <p>\$225,267.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rouse 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"> • Supported Successful Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: \$160,889.72 of our English language proficiency funding was allocated to salaries for our EAL/D teachers. The remaining \$64,378 in flexible English language proficiency funding was used to employ SLSOs allowed us to support our teachers to meet the complex wellbeing and academic needs of their EAL/D students through one-to-one and small group support. Through flexibly allocating SLSOs, the Learning and Support Coordinator and EAL/D teachers were able to make best use of the available human resources to</p>

<p>English language proficiency</p> <p>\$225,267.72</p>	<p>responsively support students in the classroom, with reference to the EAL/D Learning Progression.</p> <p>After evaluation, the next steps to support our students will be: The use of flexible equity funding to employ SLSOs to support EAL/D students based on identified academic needs, with reference to the EAL/D Learning Progression, will continue in 2023. We will continue to collaborate with EAL/D staff to target students for support and to build teachers' understanding of EAL/D learners, commensurate with rapid changes in the school's demographics.</p>
<p>Low level adjustment for disability</p> <p>\$175,597.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Rouse 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"> • Supported Successful Students <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: \$88,721.12 of our Low level adjustment for disability funding was allocated to salaries for our LaST teachers. The remaining \$72,168.16 in flexible Low level adjustment for disability funding was used to employ SLSOs allowed us to support our teachers to meet the complex wellbeing and academic needs of students with diagnosed or imputed disabilities. Through flexibly allocating SLSOs, the Learning and Support Coordinator was able to make best use of the available human resources to responsively support students in the classroom, in small groups and in the playground. Refined LST referral processes assisted in targeted support being provided flexibly to meet student need.</p> <p>After evaluation, the next steps to support our students will be: The use of equity funding to employ SLSOs to support students based on identified academic or wellbeing needs will continue in 2023.</p>
<p>Professional learning</p> <p>\$67,960.87</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 Rouse 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"> • Communities of Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • internal and external high impact professional learning to staff in the form of casual relief and course fees. <p>The allocation of this funding has resulted in the following impact: Improved teacher capacity and collective teacher efficacy through the provision of internal and external professional learning.</p> <p>After evaluation, the next steps to support our students will be: Professional learning funds will be used to improve teacher capacity and collective teacher efficacy through the provision of internal and external professional learning in 2023.</p>

<p>Literacy and numeracy</p> <p>\$14,438.79</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rouse 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"> • Data Informed Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: More equitable access to resources to support teachers to collect data to drive their teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: There will be no Literacy and Numeracy funding in 2023 due to the commencement of our Assistant Principals, Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$171,117.37</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rouse 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"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Additional time for APs to support their teams around PDP goals, teaching practice and aspects of the SIP, including team teaching, observations, demonstration lessons and releasing teachers to work with knowledgeable others.</p> <p>After evaluation, the next steps to support our students will be: QTSS funding will be used to supplement our AP, C&I allocation from 1.6 to 2.0 in 2023. Remaining funds will be used to allow senior executive to provide mentoring and shoulder to shoulder support to guide current priorities and inform future focus areas aligned to PDP goals and the SIP, thereby further thickening and distributing leadership capacity of substantive, relieving and aspiring leaders, and building collective teacher efficacy.</p>
<p>Literacy and numeracy intervention</p> <p>\$84,466.94</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Rouse Hill Public School who may be at risk of not meeting minimum standards.</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 Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$84,466.94</p>	<p>The allocation of this funding has resulted in the following impact: Boosting our LaST allocation from 0.9 to 1.0 allowed greater continuity and impact. Our HPGE writing project provided an enriching extension opportunity for our gifted writers. Supporting teachers to collect student IfSR and benchmarking data informed teaching and learning programs, as well as whole school improvement measures and planning.</p> <p>After evaluation, the next steps to support our students will be: There will be no Literacy and Numeracy Intervention funding in 2023 due to the commencement of our Assistant Principals, Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$112,493.00</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 • providing targeted, explicit instruction for student groups in MiniLit and MacqLit <p>The allocation of this funding has resulted in the following impact: In 2022, COVID ILSP funding was used to employ teachers and an SLSO, allowing ninety-nine students to be supported: fifty students on MacqLit and forty-nine students on MiniLit. Twenty-eight students finished the MacqLit program and all, including those remaining on the program, made documented growth. Nine students finished the MiniLit program. The majority of students, including those remaining on the program, made documented growth.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP funds received in 2023 will be used to employ SLSOs to deliver MacqLit and MiniLit to students based on need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	365	397	462	505
Girls	307	364	418	435

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	90.0	94.2	88.5
1	93.3	92.6	93.4	88.4
2	93.9	90.8	94.0	88.1
3	94.8	92.6	93.2	88.3
4	93.6	93.8	93.7	87.7
5	92.4	91.1	93.5	88.8
6	93.3	90.8	92.7	85.1
All Years	93.6	91.7	93.5	87.9
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)	2
Assistant Principal(s)	6
Classroom Teacher(s)	37.96
Literacy and Numeracy Intervent	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	10.17
Other Positions	4.4

*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	811,924
Revenue	10,270,273
Appropriation	9,910,941
Sale of Goods and Services	7,860
Grants and contributions	341,514
Investment income	9,659
Other revenue	300
Expenses	-9,971,929
Employee related	-9,088,044
Operating expenses	-883,885
Surplus / deficit for the year	298,344
Closing Balance	1,110,269

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	89,690
Equity Total	457,598
Equity - Aboriginal	9,853
Equity - Socio-economic	46,881
Equity - Language	225,268
Equity - Disability	175,597
Base Total	7,037,682
Base - Per Capita	228,225
Base - Location	0
Base - Other	6,809,456
Other Total	1,478,600
Grand Total	9,063,571

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

Tell Them From Me Student Survey:

342 respondents - Year 4: 123; Year 5: 108; Year 6: 111

Approximately in line with Government Norm for:

Staff expectations for student success: School 8.4; Gov 8.7

Explicit Teaching Practices and Feedback: School 7.4; Gov 7.5

Expectations for Success: School 8.3; Gov 8.7

Advocacy at School: School 7.2; Gov 7.7

Students with a positive growth orientation: School 72%; (Girls 77%; Boys 68%); Gov 79%

Above Government Norm for:

Students with positive behaviour at school: School 87%; Gov 83%

Aspects that we would like to improve:

Students with a positive sense of belonging: School 62%; (Girls 59%; Boys 66%); Gov 81%

Positive learning climate: School 6.4; Gov 7.2

Partners in Learning Parent Survey:

95 respondents

Close to, in line with or above Government Norm for:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- School supports learning
- School supports positive behaviour
- Safety at School
- Inclusive school

Useful communication types: (useful / very useful)

Telephone 86%

School reports: 78%

Informal meetings 93%

Formal interviews 88%

Emails 81%

Highest rank for Communication about school news - Newsletters 80%

Areas to note as we support the development of in terms of building a learning culture are:

Parents discussing how well their child is doing in class: School 6.7; Gov 6.3

'Focus on Learning' Teacher Survey

25 respondents

Approximately in line with Government Norm for:

Collaboration

Learning Culture

Teaching Strategies

Inclusive School

Parent Involvement

Below Government Norm:

Leadership (School 6.0; Govt 7.1)

Data Informs Practice (School 7.2; Govt 7.8)

Moving forward:

Investigate ways to collect information in addition to TTFM

Student and parent focus groups

Student voice

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.