2023 Annual Report

Rouse Hill Public School

3008

Introduction

The Annual Report for 2023 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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Message from the principal

At Rouse Hill Public School our students, teachers, support staff and parents strive to work together to create a nurturing, well rounded learning environment. It is with great pleasure that I provide to the community of Rouse Hill Public School the Annual Report for 2023. As a school community, we are proud of the many and varied successes our students and staff have experienced throughout the year.

Rouse Hill Public School's strategic improvement plan, underpinned by our three strategic directions, places student wellbeing and learning at the core of our purpose. We strive to support our students to become respectful, responsible and resilient young members of our community.

Throughout 2023, we have further embedded a restorative approach to support our students to develop their empathy and build respectful relationships; this will be an ongoing focus as we refine our school behaviour support and management plan and strive to ensure that every student is known, valued and cared for.

Driven by our school's motto, 'In all we do, we do our best', 2023 has been a busy and productive year with many educational activities, excursions and incursions, sporting events, performances and extracurricular opportunities, including overnight and multi-night excursion and camps, an amazing array of opportunities for our students.

Thank you to our wonderful executive team for their collaboration and commitment this year, Ms Wallace, Mrs Pintado, Mrs Cook, Mrs Booth, Mrs Bennet, Mrs Reedman, Ms Mlinac, Mrs Brown, Mrs Campbell, Mrs Foscholo, Miss Simmons and Mr Watkins, as well as all of our amazing teachers, support staff and office staff.

The efforts of the members of our hard-working and dedicated P&C committee are to be commended, in particular our P&C Executive for their tireless efforts throughout the year: President Rachel Mielekamp, Vice President Ryan Cox, Treasurer Jodi Terzo and Secretary Sarah Vocisano. We have a great partnership with our P&C and have had some amazing support with a number of different projects this year.

I thank all the parents who have volunteered in a variety of ways to help the school this year and taken an active role in their children's education. For those families coming to the end their time with Rouse Hill Public School, I hope they reflect on it fondly and thank them for their contribution to our school community.

I wish our Year 6 students all the very best as they come to the end of their primary school journey and trust that there will be many great memories to reflect on when they think about their time at Rouse Hill Public School, as well all the different schools from which we have welcomed new students throughout the year.

Mr Rob Jarvis

Principal

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	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	Delivering

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

Summary of progress

Data Informed Instruction

During 2023, pre- and post-assessments were developed and analysed to monitor student academic growth and identify skill gaps and extension opportunities. A-E grading rubrics were co-developed, informed by the syllabus, to ensure that teacher expectations were consistent and to assist teachers to identity student achievement and next steps in their learning. Teaching and learning programs were differentiated and data was used to respond to individual student needs and adapt teaching practice. The opportunity to collaborate during regularly scheduled team meetings facilitated conversations about adjustments made to programs as a result of data related to student progress and student learning. Rubrics assisted teachers in effectively implementing and reflecting upon the teaching and learning cycle. Feedback from collaborative curriculum time (CCT) meetings and stage meetings indicated that some stages were able to use Bump It Up Walls and examples of quality writing to strengthen students' capacity to understand and monitor their progress, although they are not yet in use consistently across the school. An analysis of Check-in Assessment results indicates an increase in mean scaled scores for reading in Years 3 and 5. An analysis of numeracy Check-in Assessment data indicates an increase in mean scaled scores in Years 3 and 5. Staff 'Tell Them From Me teacher survey' results showed a positive trend in the area of 'Data Informs Practice'. In 2024, a greater focus on teachers being able to use data to independently inform their practice will be undertaken using efficient assessments tools, and the use of Bump It Up Walls will be expanded to additional stages.

Personalised Learning

During 2023, there was a focus on supporting teachers to develop their knowledge in order to effectively identify and cater for a diverse range of individual student needs. Professional learning on personalised learning and support plans (PLaSPs) and personalised learning pathways (PLPs), programming, effective feedback, responsive teaching and Aboriginal & EAL/D perspectives was delivered to all staff. The refinement of the process for the development of PLaSPs and PLPs to ensure the more regular and effective monitoring and review of personalised student goals was undertaken. In addition to the Term 2 school development day professional learning focus on Aboriginal and Torres Strait Islander education, a focus on celebrating Aboriginal and Torres Strait Islander heritage saw the development of an Acknowledgement of Country in each classroom, the creation of a school Acknowledgement of Country, and weekly Yarning Circle meetings with our Aboriginal and Torres Strait Islander students to build a sense of belonging. The Learning Support Team continued targeted literacy intervention support programs, including MiniLit and MacqLit, to help students requiring support in reading, and worked closely with teachers to ensure students with a multitude of individual needs were supported. Future focus areas include identifying and differentiating for HPGE students, targeted mathematics intervention support programs, and professional learning on visible learning strategies, specifically the effective use of LISC and Bump It Up walls in all classrooms.

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
Check-in Assessment	An analysis of Check-in Assessment mean scaled score data for reading in

An increase in Check-in Assessment mean scaled score for reading in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.	Year 3 in 2023 compared to Year 3 in 2022 indicates an increase from 355.0 to 371.5. An analysis of Check-in Assessment mean scaled score data for reading in Year 5 in 2023 compared to Year 3 in 2022 indicates an increase from 391.2 to 400.1.
Check-in Assessment An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.	An analysis of Check-in Assessment mean scaled score data for numeracy in Year 3 in 2023 compared to Year 3 in 2022 indicates an increase from 355.2 to 368.1. An analysis of Check-in Assessment mean scaled score data for numeracy in Year 5 in 2023 compared to Year 3 in 2022 indicates an increase from 400.1 to 414.3.
Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the area of 'Data Informs Practice' from 2021 data.	Responses to the Tell Them From Me teacher survey demonstrate a 0.4 % positive trend in the area of 'Data Informs Practice' from 2022 to 2023.
75% of students are reading at or above their end-of-year expected reading benchmark level.	Data indicates 64% of students are reading at or above their end-of-year expected reading benchmark level.

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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

Beginning teacher support
QTSS release
AP Curriculum & Instruction

Summary of progress

Communities of Practice

During 2023, staff participated in internal and external communities of practice, aligning with school priorities and individual teacher goals. Participation in teacher professional learning that focused on the delivery of the new curriculum, as well as evidence-based practices that aligned to teacher identified areas of development, was undertaken. The school's assistant principals, curriculum and instruction (APCIs) and executive staff worked shoulder-to-shoulder, conducting demonstration lessons, co-teaching and co-planning student learning experiences to develop teachers' collective efficacy. Termly planning days for teaching and support staff, along with twice termly executive planning days, were undertaken with a strong focus on curriculum implementation through explicit teaching. Weekly CCT meetings provided teachers with the opportunity to analyse and respond to student data and implement the teaching and learning cycle alongside their peers, with guidance from school leaders. As a result, TTFM survey results demonstrated an upward trend in leadership support focusing on teaching and collaboration. The TTFM survey results for 'Learning Culture' highlight that further work is required in monitoring student individual progress and ensuring students are fully engaged in their learning tasks. In 2024, the school will look to further develop and embed systems and practices that enable teachers to share their expertise and receive targeted individual coaching and mentoring. We will continue to further develop the capabilities of aspiring, relieving and substantive leaders by engaging in internal and external communities of practice.

Highly Effective Teaching Practices

A whole school approach to ensure the implementation of evidence-based teaching practices that maximise learning progress for all students was a focus during 2023. The introduction of highly motivated and active Curriculum Teams supported teachers to implement new curriculum and developed the understanding of all staff around their physical layout, the evidence-based pedagogies they incorporate, the resources that accompany them and how to adapt the content of units to suit the Rouse Hill Public School context. Collaboration among staff has improved and enabled teachers to grow in confidence as they share their pedagogical knowledge. Greater consistency in the approach to programming has been seen, with content better aligned to syllabus expectations. The 2023 TTFM teacher survey demonstrated an overall positive trend in the following areas: setting high expectations for student learning and discussing assessment strategies. In 2024, we will continue to collaboratively create authentic assessment opportunities and programs that align to the new syllabus K-6, with an ongoing focus on explicit teaching.

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 2022 in the following areas	Responses to the 2023 Tell Them From Me teacher survey demonstrate an overall positive trend from 2022 in the following areas within 'Learning Culture':

within 'Learning Culture'. • Students become fully engaged in class activities. • I monitor the progress of individual students. • I set high expectations for student learning. • Students find class lessons relevant to their own experiences.	Overall +0.1% Students become fully engaged in class activities -0.6% I monitor the progress of individual students -0.1% I set high expectations for student learning +0.6% Students find class lessons relevant to their own experiences +0.4%.
Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Collaboration' from 2022 data. • 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.	Responses to the 2023 Tell Them From Me teacher survey demonstrate an overall positive trend from 2022 in the following areas within 'Collaboration': Overall +0.2% Teachers have given me helpful feedback about my teaching +0.3% I discuss my assessment strategies with other teachers +0.8% I discuss learning problems of particular students with other teachers +0.2%
Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Leadership' from 2022 data. • 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.	Responses to the 2023 Tell Them From Me teacher survey demonstrate a positive trend from 2022 in the following areas within 'Leadership'. Overall +0.8% School leaders have provided me with useful feedback about my teaching +0.8% School leaders have helped me improve my teaching =0.0 School leaders have provided guidance for monitoring student progress +0.3%
Responses to the Tell Them From Me student survey demonstrate a positive trend in the area of 'Students Who Are Interested and Motivated' from 2022 baseline.	2022: n/a 2023: 57%
Self-assessment against the High Impact Professional Learning tool places us at 'Sustaining and growing' or higher for at least two of the five elements.	Our self-assessment against the five elements of the High Impact Professional Learning tool places us at Sustaining and Growing for the element, *Collaborative and applied professional learning strengthens teaching practice.* Results from the self-assessment tool shows that we are at Delivering for the other four elements.

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

Professional learning
Refugee Student Support
Integration funding support
Socio-economic background
Aboriginal background
English language proficiency
Low level adjustment for disability
New Arrivals Program

Summary of progress

Restorative Practices

Throughout 2023, all staff participated in targeted professional learning aligned to the Positive Behaviour for Learning (PBL) framework and restorative practices philosophy. There was a focus on the Department of Education's Student Behaviour policy and the development of our School Behaviour Support and Management Plan. The ongoing analysis of PBL data has supported staff to identify and analyse patterns in the 'when' and 'where' of student behaviour and collaboratively implement interventions, as well as to identify and collaboratively address behaviour data for individual students or groups of students. The introduction of, and associated professional learning on, restorative practices has provided teachers and executive with a consistent scaffold to conduct restorative conversations with students when managing behaviour. In 2024, PBL will be embedded consistently in all PD/H/PE programs to ensure the program is authentically taught to all students in order to create a school-wide culture of high expectations for behaviour. The implementation of 'Ready to Learn' expectations, developed this year, along with a review of restorative practices will be a focus in order to increase student wellbeing and engagement. Home-school communication, collaboration and transparency will be strengthened through the sharing of reflection sheets completed with assistant principals following behaviour incidents.

Supported Successful Students

During 2023, students accessed a range of learning and wellbeing programs, including Year 6 Playground Leaders Lunchtime Program, Games Group and social skills groups, which have supported student engagement in the playground and aimed to reduce behavioural concerns during break times. Small Group Tuition (SGT) programs, including MiniLit, MacqLit, RAGE Support Group, Zones of Regulation Practices and PBL/Restorative Practice support resources were coordinated throughout the year. Ninety-two students received SGT and eighteen children participated in social and emotional targeted group support. Some of our most vulnerable students benefited from this support, demonstrating academic growth, increased resilience and self-esteem. The whole-school learning and support database was used to accurately track student needs, NCCD data and previous interventions for Pre Kindy to Year 6. This database was reviewed throughout the year with class teachers. Students who received integration funding support were allocated school learning support officers (SLSOs) in consultation with class teachers to provide appropriate support both during class time and during recess and lunchtimes, depending on prioritised need. Equity funding was used to employ SLSOs and timetabled flexibly to support students in need based on factors including learning support data, learning support referrals and point in time concerns. Links between the school and home were strengthened through meet the teacher nights, surveys, parent teacher interviews and parent workshops. Our attendance procedures were further embedded, with twice termly attendance data talks and monitoring continuing in stage meetings, weekly reminder emails focusing on unexplained absences of three days or more, the introduction of a letter to address partial absences and modification of our attendance follow up to make use of additional staff employed through the School Administration Improvement Program, who took on aspects of roll marking and attendance monitoring to reduce the administrative burden on teachers. During 2024, student voice will become a renewed focus, along with ongoing refinement of our

attendance procedures, and the embedding of PBL lessons and the Bounce Back resilience program into PD/H/PE programs will further support our students.

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 2022 data.	Responses to the 2023 Tell Them From Me student survey demonstrate a positive trend from 2022 in the area of 'Students with a Positive Sense of Belonging': 2022 June (SSI), 67% 2023 June (SSI), 64%: - 3% 2022 Sept (SSII), 62% 2023 October (SSII), 63%: +1%
Responses to the Tell Them From Me teacher survey demonstrate a positive trend from 2024 in the following areas within 'Learning Culture'. • I am effective in working with students who have behavioural problems.	Responses to the Tell Them From Me teacher survey demonstrate a positive trend from 2022 in the following area within 'Learning Culture'. Overall 7.9 +0.1% I am effective in working with students who have behavioural problems, 7.7: +0.2%
Responses to the Tell Them From Me teacher survey demonstrate a positive trend in the following areas within 'Collaboration' from 2022 data. • I talk with other teachers about strategies that increase student engagement.	Responses to the 2023 Tell Them From Me teacher survey demonstrate a positive trend from 2022 in the following area within 'Collaboration': Overall 7.7 +0.2% I talk with other teachers about strategies that increase student engagement, 8.1: -0.2%
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.	In 2023, 64.68% of students attended school 90% of the time or more. This represents an uplift of 13.49% from 2022, but indicates progress to be made to meet our lower bound and upper bound system-negotiated target of between 85.50% and 90.50%.
Between 89.10% and 96.80% of students will report positive wellbeing in the Tell Them from Me student survey, as per our lower bound and upper bound system-negotiated target.	In the 2023 Tell Them From Me student survey, 75.64% of students reported a positive sense of wellbeing, down 5.01% from 2022 and indicating progress to be made to achieve our goal of between 89.10% and 96.80%.

Funding sources	Impact achieved this year
Refugee Student Support $2,418.44	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Supported Successful Students **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support **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. **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 2024.
New Arrivals Program $41,661.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Rouse Hill Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Supported Successful Students **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Employing a specialist teacher to provide intensive English language support focusing on language development has supported identified students to participate successfully in schooling, developing their English language skills and helping them to settle into their new school environment. **After evaluation, the next steps to support our students will be:** The use of new arrivals funding to employ a specialist teacher to provide intensive English language support for students will continue in 2024, dependent on funding received. Students move onto the EAL/D caseload once new arrivals funding is expended and they no longer qualify for funding.
Integration funding support $296,598.00	Integration funding support (IFS) allocations support eligible students at Rouse Hill Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Supported Successful Students **Overview of activities partially or fully funded with this targeted funding include:**

Integration funding support $296,598.00	• 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 **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 has facilitated 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. **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 2024, including regular review of PLaSPs and behaviour support plans.
Socio-economic background $42,169.28	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Supported Successful Students **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support our Learning and Support program. **The allocation of this funding has resulted in the following impact:** The use of our Socio-economic background 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. **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 2024, including regular review of PLaSPs and behaviour support plans.
Aboriginal background $12,621.01	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Supported Successful Students **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** The use of our Aboriginal background equity funding to employ SLSOs allowed us to support our teachers to meet the wellbeing and academic

Aboriginal background $12,621.01	needs of their Aboriginal and Torres Strait Islander 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, and support the implementation of PLPs. **After evaluation, the next steps to support our students will be:** The use of Aboriginal background equity funding in 2024 will be used to release one of our Aboriginal teachers for one hour per week to meet with our Aboriginal and Torres Strait Islander students in our Yarning Circle to support their learning and wellbeing, learn about Aboriginal and Torres Strait Islander histories and culture, and foster a connection to Country.
English language proficiency $402,408.12	English language proficiency equity loading provides support for students at all four phases of English language learning at Rouse Hill Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Supported Successful Students **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** $331,430 of our English language proficiency funding was allocated to salaries for our EAL/D teachers. The remaining $70,978 in flexible English language proficiency funding was used to employ SLSOs and 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 responsively support students in the classroom, with reference to the EAL/D Learning Progression. **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 2024. 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 ongoing changes in school needs.
Low level adjustment for disability $258,252.63	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Supported Successful Students **Overview of activities partially or fully funded with this equity loading include:** • 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 **The allocation of this funding has resulted in the following impact:** $177,552 of our Low level adjustment for disability equity funding was allocated to salaries for our LaST teachers. The remaining $80,701 in flexible Low level adjustment for disability equity funding was used to employ SLSOs, which allowed us to support our teachers to meet the complex wellbeing and academic needs of students with diagnosed or

Low level adjustment for disability $258,252.63	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. **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 2024.
Professional learning $78,873.10	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Restorative Practices **Overview of activities partially or fully funded with this initiative funding include:** • internal and external high impact professional learning for staff in the form of casual relief and course fees. **The allocation of this funding has resulted in the following impact:** Improved teacher capacity, collective teacher efficacy and collaborative practices through the provision of internal and external professional learning. **After evaluation, the next steps to support our students will be:** Professional learning funds will be used to improve teacher capacity, collective teacher efficacy and collaborative practices through the provision of internal and external professional learning in 2024.
QTSS release $187,494.91	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rouse Hill Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Communities of Practice **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** The quality teaching, successful students (QTSS) funding allowed us to boost our APCI allocation from 1.6 to 2.0, with the two APCIs collaborating to make a significant impact on our curriculum implementation and data collection and analysis practices. The funding was used to employ a classroom teacher to release our second deputy principal from her teaching load to support the extensive learning and wellbeing needs of our students, deliver our strategic priorities, build the capacity of our staff and support the day-to-day leading and management of our large school. **After evaluation, the next steps to support our students will be:** Quality teaching, successful students (QTSS) funding will be used to boost our APCI allocation from 1.6 to 2.0 in 2024. With the allocation of an additional executive release position due to enrolment numbers, the funding will be used to boost the Support Unit RFF/Exec release by 0.222. The remaining funds will be used to employ one of our three above entitlement teachers, allowing us to have space for growth in enrolments across the year and minimise the need for a disruptive restructure that would impact on

QTSS release $187,494.91	students, staff and parents.
COVID ILSP $84,369.72	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy via the MiniLit and MacqLit programs. **The allocation of this funding has resulted in the following impact:** In 2023, COVID ILSP funding was used to employ SLSOs, allowing 92 students to be supported: 51 students on MacqLit and 41 students on MiniLit. 22 students finished the MacqLit program and 98% of students, including those remaining on the program, made documented growth. Three students finished the MiniLit program. The majority of students, including those remaining on the program, made documented growth. **After evaluation, the next steps to support our students will be:** Small group tutoring funds received in 2024 will be used to employ an SLSO to deliver MacqLit and MiniLit to students based on prioritised need.

Rouse Hill Public School 3008 (2023)

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	397	462	505	583
Girls	364	418	435	513

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.0	94.2	88.5	91.0
1	92.6	93.4	88.4	89.3
2	90.8	94.0	88.1	90.6
3	92.6	93.2	88.3	89.7
4	93.8	93.7	87.7	89.6
5	91.1	93.5	88.8	91.0
6	90.8	92.7	85.1	89.8
All Years	91.7	93.5	87.9	90.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	7.6
Classroom Teacher(s)	44.51
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.6
Teacher EAL/D	2.8
School Counsellor	2
School Administration and Support Staff	11.07
Other Positions	4.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	853,631.91
Revenue	12,547,809.54
Appropriation	11,996,637.53
Sale of Goods and Services	10,457.10
Grants and contributions	495,573.88
Investment income	37,408.53
Other revenue	7,732.50
Expenses	-12,091,442.18
Employee related	-10,774,290.29
Operating expenses	-1,317,151.89
Surplus / deficit for the year	456,367.36
Closing Balance	1,309,999.27

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	224,873
Equity Total	715,451
Equity - Aboriginal	12,621
Equity - Socio-economic	42,169
Equity - Language	402,408
Equity - Disability	258,253
Base Total	8,151,171
Base - Per Capita	251,135
Base - Location	0
Base - Other	7,900,036
Other Total	1,716,129
Grand Total	10,807,625

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

349 respondents - Year 4: 115; Year 5: 118; Year 6: 116

- 45% of students indicated that they participate in extracurricular activities.
- 64% of students indicated that they feel a positive sense of belonging.
- 80 % of students indicated that they have positive relationships.
- 87% of students indicated that they that value schooling outcomes.
- 39% of students indicated that they have positive homework behaviours.
- 84% of students indicated that they demonstrate positive behaviour at school.
- 57% of students indicated that they are interested and motivated.
- 79% of students indicated that they try hard to succeed in their learning.
- 74% of students indicated that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 70% of students indicated that they find classroom instruction relevant to their everyday lives.
- 72% of students indicated that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 69% of students indicated that they feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 74 % of students indicated positive teacher-student relations.
- 59% of students indicated that they that they understand there are clear rules and expectations for classroom behaviour.
- 79% of students indicated that school staff emphasise academic skills and hold high expectations for all students to succeed.

Areas for focus:

- Students with a positive sense of belonging
- Positive learning climate: students understand there are clear rules and expectations for classroom behaviour

Partners in Learning Parent Survey

100 respondents

Close to or in line with 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: 85%
- School reports: 85%
- Informal meetings 85%
- Formal interviews 89%
- Emails 85%
- Highest rank for Communication about school news - Newsletters 92%

Perception of school facilities (agree / strongly agree)

- School is well maintained: 80%
- Physical environment is welcoming: 81%
- Easy to access/move around school: 87%

'Focus on Learning' Teacher Survey

53 respondents

Close to or in line with Government Norm for:

- Leadership
- Collaboration
- Learning Culture
- Data Informs Practice
- Teaching Strategies
- Inclusive School

- Parent Involvement
- Challenging and Visible Goals
- Planned Learning Opportunities
- Quality Feedback

Below Government Norm for:

- Technology
- Overcoming Obstacles to Learning

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.