

Rouse Hill Public School

2019 Annual Report



3008

Introduction

The Annual Report for 2019 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

It was with great pleasure that I commenced as Principal of Rouse Hill Public School in Term 3, after relieving during Term 2, and I would like to thank the students, staff and community for their warm welcome. 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 2019. As a school community, we are proud of the many and varied successes our students and staff have experienced throughout the year.

A busy and productive year, 2019 saw many educational activities, excursions and incursions, sporting events, performances and extracurricular opportunities, including overnight, multi-night and even overseas trips; an amazing array of opportunities for our students.

I thank our wonderful teachers and support staff for their dedicated work throughout the year, not only for the special events and activities, but for the day-to-day nurturing and support they provide to our students. I thank our Executive Team of Mrs Tomlin, Mrs Cook, Mrs Simmons, Mrs Nichols, Mrs Gregor, Mrs Jones, Mr Jackson and Mrs Barnett for their strong support in leading and managing the school and for being open to and embracing change. Our Office staff, Mrs Newbert, Mrs Ortiz, Mrs Osborn and Mrs Burgmann, play a very important role in our school, and I know many of you recognise the outstanding job they do. It is rewarding to lead such a wonderful team of support staff, teachers and executive.

I thank our parent volunteers for their valuable contribution to our school in many different capacities, such as helping in classrooms, working in the canteen, driving students to events and supporting fundraising activities. In particular, I would like to thank the members of our P&C and all its sub committees for their hard work throughout the year, all tied together under the leadership of our P&C President Mrs Chris Radke, Vice President Mrs Di Phillips, Treasurer Mrs Rebecca Bezzina and Secretary Mrs Kerrie Van der Berg. Our Spring Fair was a great example of how our families and teachers can pull together to organise a highly successful event for the enjoyment of our students and the wider community.

As we reflect on the year and look to the future, what qualities would we like to continue to develop in our students? Look no further than our recently redeveloped PBL values of 'Respectful, Responsible and Resilient', and our school motto, 'In all we do we do our best'. We endeavour to support our students to develop their resilience, to be willing to have a go, stand up for their values and pick themselves up when things don't always go their way. We want them to feel the reward that comes with hard work, to question, analyse and create, but not to forget to have fun. We want our students to be able to develop relationships with all different kinds of people and to show empathy for others.

Rob Jarvis

Principal

School background

School vision statement

RHPS Vision:

Individual Responsibility, Individual Growth and Progress, Active Engagement

Students will:

- Take personal responsibility for their behaviour and learning in preparedness for participation in an ever changing global society.
- Achieve twelve months growth and progress in literacy and numeracy performance for each year of learning.
- Engage in an inclusive environment that promotes active participation and high expectations.
- Collaborate and communicate respectfully.

RHPS Beliefs:

- Student responsibility, control and motivation should be intrinsically driven.
- All students can learn.
- The rapport between teacher and student is integral to learning and growth.
- Risk taking and making mistakes when learning is necessary, acceptable and encouraged.
- Positive wellbeing is an essential foundation for learning.
- Outcomes are improved when students understand the learning intentions and success criteria and when meaningful feedback is given.

RHPS Values:

- Positive care, concern and respect for all.
- Pride, honesty and fairness.
- Inclusion and acceptance of diversity.
- Collaboration, teamwork and cooperation.
- Accountability for choices, actions and behaviour.

School context

Established in 1875, Rouse Hill Public School relocated to our current site in 2003. As well as mainstream classes we have a Support Unit within our school which caters for students with a range of disabilities. Parents, staff and community members work together with the view that our central focus remains on strengthening in each child personal responsibility, citizenship, honesty and academic growth and progress. All students at Rouse Hill Public School are given the opportunity to learn Mandarin; we are one of 4 Bilingual Public Schools operating in NSW. Our overarching goal is to ensure Rouse Hill Public School remains the school of choice for local residents. As our motto suggests, 'In all we do, we do our best'. Extracurricular activities are varied and aim at enriching the school experience for our students and include choir, dance, debating, public speaking and Mandarin groups. Opportunities exist for students in the area of school leadership. An active Student Representative Council works with the teaching staff and local community and aims to give students a voice and an opportunity to participate in the operation of our dynamic school. Rouse Hill Public School is known for our many sporting achievements. Students regularly excel in swimming, cross country and athletics, with students regularly progressing to Zone, Region and even State level. Our school takes an active role in the Kellyville Community of Schools and has a strong link with Rouse Hill High School. Our school enjoys the support of an involved and active P&C Committee.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
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	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Growth in literacy and numeracy

Purpose

Quality classroom practice will focus on targeted teaching that maximises student academic growth in literacy and numeracy.

Improvement Measures

The majority of teachers will engage in Corwin's professional learning program, 'Visible Learning in Literacy'.

The school percentage of students achieving in the top 2 NAPLAN bands in Year 5 for reading, numeracy and writing will increase by 8%.

Overall summary of progress

At Rouse Hill Public School all teachers continued their focus on identifying, understanding and implementing the most effective teaching methods, and using data to drive instruction to enable growth in the areas of literacy and numeracy. High expectations, explicit teaching and individualised, timely feedback continued to be a focus to guide student progress within these areas and professional learning has included tracking and assessing student growth.

Staff regularly unpacked and analysed their class reading, writing and mathematics data during stage meetings, allowing them to collectively reflect on the 'where to next' in learning and adapt teaching programs based on data/needs of individual students. Ongoing professional learning around Visible Learning took place, as well as the continuation of L3 training for relevant K–2 staff.

Revision of the school's scope and sequence documents continued across key learning areas to ensure all content is covered. A focus on incorporating learning goals and success criteria into English and mathematics lessons continued, further embedding them within core programs.

Instructional leadership continued in writing, with a focus on collaboratively creating programs, developing lesson sequences with clear goals, developing resources and evaluating teaching and learning programs to promote student learning and growth.

Progress towards achieving improvement measures

Process 1: Staff engage in quality classroom practice, collaboration and assessment to improve teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure 1: The majority of teachers will engage in Corwin's professional learning program, 'Visible Learning in Literacy'.</p> <p>Evaluation: All available teachers participated in the four evening workshops conducted by Corwin. Teachers learnt about designing classroom experiences that hit the surface, deep and transfer phases of learning and which are most effective during specific phases of learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Equity funding (\$25564.00)

Process 2: Development of teaching practice and content knowledge through professional development.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure 2: The school percentage of students achieving in the top 2 NAPLAN bands in Year 5 for reading, numeracy and writing will increase by 8%.</p> <p>Evaluation: Year 5 NAPLAN data, 2016–2019;</p>	

Progress towards achieving improvement measures

2016: Reading 27%, Writing 15%, Numeracy 27%

2017: Reading 50%, Writing 14%, Numeracy 41%

2018: Reading 32%, Writing 9%, Numeracy 30%

2019: Reading 29%, Writing 12%, Numeracy 26%

Strategic Direction 2

Growth in positive education

Purpose

Rouse Hill Public School will focus on the development of an educational environment that will enable all stakeholders to engage in learning whilst developing their own and others' positive wellbeing.

Improvement Measures

Positive practices to support and promote student wellbeing will be evident through the programs and initiatives implemented in the classroom and playground and through learning and support practices.

90% of results for positive climate for social–emotional outcomes in the Tell Them From Me survey will reflect above NSW Government norms.

Overall summary of progress

In 2019, students at Rouse Hill Public School were consistently encouraged to develop positive and respectful relationships and experience a sense of belonging to their school and community. Social and emotional learning was a key part of our whole school approach to wellbeing.

As a school, our aim was to encourage positive, respectful relationships amongst students and staff, as well as promote student wellbeing to ensure optimum conditions for student learning. In 2019, the Friendology program was introduced, which complemented our peer support program and numerous extracurricular activities.

The school continued to collect and analyse data from students, parents and staff to refine social and emotional learning programs and activities that support social and emotional growth in students. Our PBL Committee undertook extensive planning to relaunch and revitalise PBL.

Progress towards achieving improvement measures

Process 1: Investigate, implement, refine and monitor current evidence–based approaches to enhance student wellbeing. Develop a positive, engaging and consistent school–wide culture.

Evaluation	Funds Expended (Resources)
Improvement Measure 1: Positive practices to support and promote student wellbeing will be evident through the programs and initiatives implemented in the classroom and playground and through learning and support practices. Evaluation: Teachers trained in Friendology and implementing the program K–6. Peer Support was successfully run. The PBL Committee have made excellent progress on reviewing PBL.	

Process 2: Continue to develop a learning culture that builds capacity at all levels where teachers learn and thrive together and strive for continual learning.

Evaluation	Funds Expended (Resources)
Improvement Measure 2: 90% of results for positive climate for social–emotional outcomes in the Tell Them From Me survey will reflect above NSW Government norms. Evaluation: Results were above NSW Government norms in 14 out of 16 categories.	

Process 3:

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
n/a	

Strategic Direction 3

Growth in Mandarin learning

Purpose

Rouse Hill Public School to grow as a centre of excellence in Bilingual education through exemplary teaching pedagogy, comprehensive and engaging programs and high community and student participation.

Improvement Measures

100% of Mandarin teaching staff use Content and Language Integrated Learning (CLIL) pedagogy in Mandarin literacy and science lesson delivery.

100% of teaching is reflective of school based scope and sequence documents and K–6 Language Learning Progressions.

Overall summary of progress

Teaching and learning in Mandarin continues to evolve at Rouse Hill Public School through the implementation of evidence-based teaching practices and high expectations in language education. Content and Language Integrated Learning (CLIL) is the dual-focused educational approach we implement, in which an additional language is used for the learning and teaching of both curriculum content and language. In 2019, all students took part in weekly Mandarin literacy and science lessons, co-taught between the specialist Mandarin teachers and the classroom teachers, enabling the two teachers to combine their expertise.

In 2019, our Mandarin teachers used evidence of student learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet the Mandarin language learning needs of students. Visible learning practices were evident in all programs.

Projects and events in 2019 included:

- The ongoing maintenance of a website for the distribution of Mandarin teaching and learning resources being easily accessible to fellow language teachers. This has been promoted and shared through workshop presentations at Chinese Language conferences.
- The purchase of a diverse range of traditional Chinese musical instruments and equipment.
- China Day, an annual celebration of Chinese culture and language.
- Annual Chinese Language Teachers Conference to support the teaching and learning of Chinese Culture and Language.
- Active involvement and participation in the Chinese Language Teachers Association of NSW.
- Shadow Puppet group, which performed at various events throughout the year.
- Chinese cultural programs during Mandarin literacy lessons. Through teaching and learning programs students participate in different Chinese cultural activities.

Progress towards achieving improvement measures

Process 1: Increase the quality and profile of the Mandarin and Bilingual program throughout the school, wider school community, state-wide and globally.

Evaluation	Funds Expended (Resources)
<p>Improvement Measure 1: 100% of Mandarin teaching staff use Content and Language Integrated Learning (CLIL) pedagogy in Mandarin literacy and science lesson delivery.</p> <p>Evaluation: All Mandarin teaching staff are using the CLIL pedagogy when planning and delivering lessons.</p>	

Process 2: Build teacher capacity in the use of the Content and Language Integrated Learning (CLIL) pedagogy, collaborative programming and the use of co-teaching models.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Improvement Measure 2: 100% of teaching is reflective of school based scope and sequence documents and K–6 Language Learning Progressions. Evaluation: All teaching is reflective of the scope and sequence documents developed to date.	

Process 3:

Evaluation	Funds Expended (Resources)
n/a/	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,714	Aboriginal background funding used to release teachers to develop PLPs in collaboration with our Aboriginal students, their parents, the Aboriginal Education Contact and the classroom teachers.
English language proficiency	\$48,841	English language proficiency flexible funding used to employ SLSOs as part of our EAL/D and Learning and Support program.
Low level adjustment for disability	\$59,721	Low Level adjustment for disability flexible funding used to employ SLSOs as part of our Learning and Support program.
Quality Teaching, Successful Students (QTSS)	1.132 staffing allocation	QTSS staffing allocation used to release the Supervisors to support the ongoing implementation of the school plan, implement the Performance and Development Framework and to enhance mentoring, supervision and team teaching processes to build collective teacher efficacy.
Socio–economic background	\$35,643	Socio–economic flexible funding used to employ SLSOs as part of our Learning and Support program, and to provide student assistance.
Support for beginning teachers	\$84,780	Beginning Teacher Support Funding, along with additional school funds, used to provide one or two hours of additional release per week to assist early career teachers, with time provided for a mentor to work with the beginning teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	367	345	330	365
Girls	327	316	315	307

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	95	95.7	94
1	94.6	94.7	93.7	93.3
2	95.3	94.4	95	93.9
3	94.6	94.5	94.7	94.8
4	94.8	95.2	95.2	93.6
5	94.7	95.8	93.5	92.4
6	93.6	94.7	93.7	93.3
All Years	94.7	94.9	94.5	93.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	26.7
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	8.06
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,260,481
Revenue	7,174,003
Appropriation	6,817,377
Sale of Goods and Services	16,803
Grants and contributions	332,541
Investment income	7,282
Expenses	-7,068,187
Employee related	-6,202,074
Operating expenses	-866,113
Surplus / deficit for the year	105,816

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.

	2019 Approved SBA (\$)
Targeted Total	761,238
Equity Total	331,336
Equity - Aboriginal	5,714
Equity - Socio-economic	35,643
Equity - Language	134,214
Equity - Disability	155,765
Base Total	4,192,051
Base - Per Capita	155,781
Base - Location	0
Base - Other	4,036,270
Other Total	1,246,329
Grand Total	6,530,954

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of parents, students and teachers about Rouse Hill Public School. The student and teacher survey responses are summarised below. The low number of responses to the Tell Them From Me Parent Survey presents significant statistical limitations, therefore we are unable to report on this measure.

Student survey, 154 respondents (school / NSW govt norm) :

- Students with a positive sense of belonging (83% / 81%)
- Students with positive relationships (88% / 85%)
- Students that value schooling outcomes (94% / 96%)
- Students with positive homework behaviours (51% / 63%)
- Students with positive behaviour at school (88% / 83%)
- Students who are interested and motivated (69% / 78%)
- Effort (90% / 88%)
- Effective learning time (84% / 82%)
- Relevance (82% / 79%)
- Rigour (85% / 82%)
- Students who are victims of bullying (37% / 36%)
- Advocacy at school (82% / 77%)
- Positive teacher–student relations (88% / 84%)
- Positive learning climate (73% / 72%)
- Expectations for success (88% / 87%)
- Student Participation in Sport (87% / 83%)

Teacher survey, 17 respondents (school / NSW govt norm) :

- Leadership (63% / 71%)
- Collaboration (72% / 78%)
- Learning Culture (77% / 80%)
- Data Informs Practice (77% / 78%)
- Teaching Strategies (78% / 79%)
- Technology (64% / 67%)
- Inclusive School (76% / 82%)
- Parent Involvement (66% / 68%)
- Challenging and Visible Goals (72% / 75%)
- Planned Learning Opportunities (73% / 76%)
- Quality Feedback (68% / 73%)
- Overcoming Obstacles to Learning (73% / 77%)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.