Our school at a glance

Students
Ross Hill Public School currently has an enrolment of 680 students. 13% of the school population consists of Aboriginal students and 2% consists of students with Non-English speaking backgrounds. Ross Hill Public School is an inclusive and child-centred school that encourages every student from Kindergarten to Year 6 to reach their full potential.

There are a total of 28 classes across the school. Twenty six classes are year based mainstream classes and two are for students with moderate and severe intellectual disabilities.

Staff
In 2012 Ross Hill had a teaching staff of 44 and school administration and support staff of 16. The highly experienced staff are dedicated to providing the best possible learning opportunities for students. All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives
In 2012 the school implemented the following programs and initiatives:
- Aboriginal Education
- Low SES National Partnerships Program
- Reading to Learn Literacy Program
- Language, Learning & Literacy (L3) Program for Kindergarten
- Boost Language Program
- Active After School Program
- Crunch and Sip Program
- Sun Smart Program
- Music Tuition Program
- ‘You Can Do It!’ Social and Emotional Program
- Kindergarten and Year 6 Transition Programs
- Student Leadership Program
- Premier’s Reading Challenge
- Learning Support Team
- Reading Recovery
- The E-Gats Program

Student achievement in 2012
Reading has continued to be a focus area for the school this year. The 2012 NAPLAN average reading results for students in Year 3 and Year 5 have decreased from 2011. School based reading results improved across all grades in 2012.

Year 3 50.8% girls achieved bands 5 and 6 for reading and 20% boys achieved 5 and 6 for reading. In Year 5 26% girls achieved bands 7 or 8 for reading and 17.1% boys achieved bands 7 or 8 for reading.

Year 5 students have demonstrated significant growth in spelling achieving 13 scale scores above 2011 results.

Messages

Principal’s message
2012 has proven to be a highly rewarding year for Ross Hill Public School. Students across the school have achieved excellence in Literacy, Numeracy, Science, University of NSW Competitions, swimming, athletics, cross country, sports teams, horse sports, visual arts, dance, debating, public speaking, environmental education, technology, citizenship and leadership.

Our school won the Regional Sustainability Award which was presented in Sydney and we were finalists in the New England Region Excellence in Education Awards for Quality Service. Several of our students won awards in the Inverell Show, Inverell Eisteddfod, and numerous art competitions including the Gwyder Rivers Art Show and the Inverell Teapot exhibition.

Students from Ross Hill represented the New England Region in swimming, cross country, athletics, rugby league, touch and netball. Our horse sports team also achieved outstanding success.
Our school grounds have enjoyed wonderful improvements. We have seen the completion of the fabulous Covered Outdoor Learning Area beside the BER building which was a jointly funded project. The Canteen and P&C presented the school with a wonderful new playground structure for the bottom playground thanks to their fundraising efforts.

Again this year we have enjoyed unprecedented funding via National Partnerships enabling us to purchase many new resources for students, including 4 mobile laptop units, and the employment of many additional staff to provide improved programs for students.

Our staff have engaged in high quality professional learning and the implementation of innovative programs to engage students in relevant and meaningful learning opportunities. Every classroom has state of the art technology and student surveys indicate improved student satisfaction at school.

I would like to congratulate and thank all of the wonderful parents and community members who have provided exemplary support to our school throughout the year. And I thank our highly dedicated staff who make Ross Hill such an inspiring school to work in. Your efforts are so appreciated.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Debbie Baker
Relieving Principal

P&C Message
2012 has been another very successful year for the Ross Hill P&C. We have benefited from having a very stable group of dedicated members who have worked tirelessly for the benefit of the students of Ross Hill. As a result, the P&C has successfully fundraised to provide necessary resources for the school, and has also provided a positive and energetic forum for the dissemination of information and the discussion of future directions of the school.

Our major fundraiser, the annual Walkathon, was again run as a Family Fun Day. As was the case last year, it proved to be incredibly successful and popular with students and parents and provided a wonderful opportunity for extended family members to visit the school.

The ever popular Mothers’ and Fathers’ Day stalls were again well supported and provided opportunities for students to purchase gifts for parents and grandparents while raising funds for the school. Book Club, School Banking and Cake Days are just a few of the P&C initiatives that continue to provide a service as well as raise funds.

The P&C ran another successful Open Garden combined with a Fashion Parade this year at the beautiful garden “Oban”. This event was initiated by a school staff member and was a wonderful example of the school staff, P&C, parents, students and wider community working together. It was truly a team effort and also a very profitable fundraiser.

Our School Canteen, under the umbrella of the P&C, provides a healthy menu for students at a very reasonable cost, and still manages to donate much needed funds for school projects and resources. Sadly a devastating fire, late in the year, damaged and destroyed much of the canteen stock and facilities, however luckily the structural damage to the building was minimal. The true spirit of Ross Hill School shone through as Jenny Fox and her band of loyal volunteers joined forces with the school staff to have a temporary canteen up and running the morning after the fire.

The P&C continues to provide a clothing pool which continues to grow each year and is regularly adapted to meet the needs of our school community.

P&C members have taken their place on interview panels, providing trained parent representatives to interview and select from applicants for important school positions. This year the P&C has been actively involved in forging relationships with local P&C committees and members have attended training sessions offered by the NSW State P&C Association. Our knowledge of P&C issues has increased.
considerably and as a result we have and will continue to implement changes that will ensure Ross Hill P&C operates effectively and efficiently within the guidelines of the Constitution. Relationships have also been developed with local, regional and state P&C representatives which will provide ongoing support to Ross Hill P&C members.

Thank you to the hardworking and dedicated P&C committee.
Anna Storie
P&C President

Student representative’s message
Official Business
The badge ceremony was the first assembly the SRC had participated in. We then went on a special excursion to Brisbane, where we went to the National Leadership Conference. We learnt a lot there and it was a very memorable experience. Then we started running K-6 assemblies. After a few assemblies we got the hang of it. Every member of the SRC participated in the Anzac march and memorial where the two captains laid a wreath in memory of those that have fallen. We ran our first Principal’s Assembly. The captains and vice captains attended the Inverell Public School’s badge ceremony. We were accompanied by Mrs Lyell. Then the two captains presented gifts to both Mr White and Mrs Murray. The SRC then escorted many important people to our school hall for a Principal’s Conference. Sam Bailey was a special guest at one of our K-6 assemblies. He donated a special novel to our school. The SRC then visited Inverell High School for their 2012/13 Badge Ceremony. At the start of term four we started independently writing our own scripts for our K-6 assemblies.

Fundraisers
Funny hat day was our first major fundraiser; the money raised went towards helping Mackenzie Cook. After funny hat day we held ‘My Team Day’. They were both successful. Another major fundraiser was a Milkshake Day. It was the first of two milkshake days which were huge successes. The Easter raffle was another success. We had many children win a nice prize throughout this event; there were about 40 prizes altogether. We held a ‘Be Brave and Shave’ fundraiser in the hall where a few teachers were brave enough to shave their heads. After that, Year 6 had a Pyjama Day which raised a few dollars. This, as well as the money raised from the ‘Be Brave and Shave’, went towards the Cancer Council of Australia. The Walkathon, like always, was the biggest and most well-known fundraiser of them all. The theme was ‘Pyjamas’ and everyone enjoyed the day. Thank you Mr Butler for the wonderful day. We also held a coinline which raised $719 for the school. The second Milkshake day was held soon after and we raised roughly $420.

Jessica Dawson, Benjamin Ellis and Rosie Schreck-Irwin

School context
Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Student enrolment profile

Student enrolments varied across the year. In Term 4 there were 679 students enrolled. Enrolment trends can be seen in the table and graph below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>343</td>
<td>344</td>
<td>324</td>
<td>313</td>
<td>326</td>
<td>341</td>
</tr>
<tr>
<td>Female</td>
<td>340</td>
<td>323</td>
<td>340</td>
<td>361</td>
<td>335</td>
<td>338</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance continued to be strong in 2012 with an average of 93.1%. The school’s student attendance rates are slightly higher than the regional average of 92.9% and lower than the state average of 94.3%.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>92.1</td>
<td>93.3</td>
<td>93.1</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>93.3</td>
<td>91.3</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.9</td>
<td>94.0</td>
<td>93.5</td>
<td>93.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>93.0</td>
<td>94.0</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.9</td>
<td>94.7</td>
<td>93.0</td>
<td>93.4</td>
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</tr>
<tr>
<td>5</td>
<td>92.1</td>
<td>92.4</td>
<td>94.4</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.3</td>
<td>92.9</td>
<td>91.7</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.4</td>
<td>92.8</td>
<td>93.4</td>
<td>93.0</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed by the implementation of the Ross Hill Public School’s Attendance Policy. A school administration officer (SAO) was employed to manage student absence. To date the initiative has improved student attendance and parent communication within the school.

The school’s attendance officer implements a Phone Intervention Program (PIP). The SAO advises parents via telephone daily when their children are absent from school without explanation.

Teachers ensure that accurate records of student attendance are maintained in rolls and sent to the office to be recorded on OASIS.

All cases of unsatisfactory attendance and part or full day absences from school are investigated immediately and appropriate intervention strategies are implemented. Students are rewarded for school attendance.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>23.1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.218</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning &amp; Support Teachers</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.262</td>
</tr>
<tr>
<td>Total</td>
<td>44.88</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Aboriginal staff employed at the school include:

- Three Aboriginal permanent classroom teachers
- One Aboriginal Education Officer
- One School Learning Support Officer

Staff retention

There were several staff changes in 2012. The Deputy Principal was successful in securing a position through merit selection, an Assistant Principal and a classroom teacher retired. As a result, of these vacancies, one early career teacher was appointed, a new Deputy Principal was appointed via merit selection, and two assistant Principals were appointed via merit selection.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>79%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>$2052188.70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$757421.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>$465241.66</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$557372.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$230798.12</td>
</tr>
<tr>
<td>Interest</td>
<td>$39783.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$1571.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$2052188.70</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | $106451.57  |
|                          | $81936.44   |
|                          | $46361.94   |
| Library                  | $14145.66   |
| Training & development   | $1333.57    |
| Tied funds               | $392231.53  |
| Casual relief teachers   | $77623.42   |
| Administration & office  | $121758.29  |
| School-operated canteen  | $0           |
| Utilities                | $59889.08   |
| Maintenance              | $25555.15   |
| Trust accounts           | $6583.29    |
| Capital programs         | $140002.39  |
| Total expenditure        | $1073872.33 |
| Balance carried forward  | $978316.37  |

A full copy of the school’s 2012 financial statement is tabled at the Annual General Meeting of the School P&C Association meetings. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Ross Hill has much to be proud of in 2012. Students have excelled in a range of pursuits throughout the year. The school was awarded the Regional Sustainability Award which was presented in Sydney and was a finalist in the New England Region Excellence in Education Awards for Quality Service.

Achievements

Arts

Students across the school had the opportunity of participating in a wide range of learning experiences in the arts in 2012.

The Junior Dance Group performed at the Inverell Eisteddfod and Taste of Macintyre as well as the Regional Excellence in Education Awards ceremony.

The School Band and Music Tuition program continued to expand. Students performed at a range of school ceremonies, at P&C fundraising events and the Annual Presentation Evening.

Many individual students, as well as Kindergarten and Year 2 performed at the Inverell Eisteddfod with many prizes awarded to our students.

Students entered visual arts works at Inverell Show, The New England Regional Waste to Art Competition, Opera in the Paddock, Nagoya Art Exchange, Gwydir Art and the Inverell Teapot Exhibition. Students across the school received a range of awards and prize money. This year at Ross Hill the introduction of “Artist in Residence” was implemented. Workshops such as cartooning, sculptural teapots, watercolours and weaving were held and were very valuable to students participating in these workshops.
**Sport**

All students at Ross Hill have had many opportunities to participate and excel in a range of sports in 2012.

We began the year back in February with our Swimming Carnival from which we had 37 students participate at the Zone Carnival. We had 25 Ross Hill students participate at Armidale with 4 swimmers going on to compete at State.

After our Annual Cross Country 80 students then attended the Zone event at Tingha. 22 students qualified to attend the regional event at Coolah.

At our Annual Athletics Carnival two students broke two long standing records. 81 students qualified to attend the Zone event, hosted by Ross Hill at Varley Oval, where one student broke the 12 years 800m. A squad of 21 students then proceeded to Tamworth for the Regional Athletics Carnival from which 4 Ross Hill students qualified for the State Carnival held at Homebush in October.

During the year we had two teams participate in the State PSSA Knockout Competitions – Netball and Rugby League. Many students achieved excellence in their selection at school, Zone and North West Regional level in Netball, Rugby League, Touch, Cricket and Soccer. This year there were 25 students that represented the school in team sports at zone level and from this 10 were chosen to represent at North West level at State Championships.

Our horse enthusiasts had the opportunity to attend several Horse Sports Carnivals. Several students were rewarded when they won individual point scores and runner-up ribbons and Ross Hill won the overall point score at one of these Horse Sports events.

During the year we have focused on students learning skills and modified games during sport and PE sessions.

Students in K–2 have developed their skills through Daily Physical Education and Sport sessions this year. The annual K–2 Athletics Carnival was held at Varley Oval at the end of Term 3 and was a great day for these students. The Annual Year 2 Swimming School was again held at the beginning of Term 4 with qualified Austswim instructors teaching the children in 45 minute lessons each day for ten days.

**Other**

**University of NSW Competitions**

A total of 158 entries were received from students from Years 3 to 6 for participation in the University of NSW Competitions in the areas of English (21 entries), Computer Skills (29 entries), Mathematics (35 entries), Science (22 entries), Writing (18 entries), and Spelling (33 entries). 28 students achieved credits and 17 students received distinctions.

**Debating**

The school debating teams have been highly successful with a total of eight students in school teams in 2012. These students trained and competed in two Year 6 teams. One team made the zone semi-final.

**Public Speaking**

Ross Hill Public School successfully participated in the Arts Unit Multicultural Perspectives Public Speaking Competition for NSW Primary Schools. Students undertook training with a teacher once per week. One student won the Zone Public Speaking competition and competed at the Regional level.

Toastmasters Youth Leadership Workshops consisting of sessions over a six week period were provided for students in Year 5 in Term 3.

**Academic**

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

The 2012 NAPLAN results demonstrate some high individual student achievements in Year 3 and Year 5 in Literacy and Numeracy. Strong growth is noted in Year 5 Reading, Spelling and Numeracy. In Reading Year 3 students scored 3.7% above students from Statistically Similar Group schools (SSG) and 49.4% students in Year 3 scored either band 5 or band 6 in writing. The graphs demonstrate the number of students achieving in each band.
Numeracy – NAPLAN Year 3

Year 3 students achieved some pleasing individual results with 27.6% students achieving either band 5 or band 6 in Numeracy.

Reading – NAPLAN Year 5

In Reading 36.6% Year 5 students achieved bands 6, 7 or 8. Year 5 girls improved by 13 scale scores from the 2011 data in the test aspect of Spelling.
Year 5 Numeracy results demonstrated a continued improvement from 2010. Year 5 Aboriginal student Numeracy results have demonstrated a decreased with the results being 9.7 below state Aboriginal student average.

Progress in reading

The graphs below show the improved growth in our students’ achievement from Year 3 results to Year 5 results in Reading and Numeracy.
The My School website provides detailed information and data for national Literacy and Numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

A range of initiatives were successfully implemented in 2012 including:
- Five staff attended the Connecting to Country workshops and 3 staff participated in the 2 day Aboriginal Focus Schools workshop. One staff member went to Brisbane to attend the ‘Dare to Lead’ conference
- Regular attendance at Inverell AECG meetings
- Kinderstart, Pre-school to School transition program, ran during Terms 1 and 4 to ensure the best possible start to school for Aboriginal students
- Early Intervention Literacy and Numeracy Program was supportive for Aboriginal students in Years 1 to 4 who are not achieving at or above grade level
- The Aboriginal Music Program in partnership with the New England Conservatorium of Music, included twice weekly mini minstrels music lessons for all Kindergarten students, twice weekly music and movement lessons for every Aboriginal student from Year 1 to Year 5
- Intensive preparation for students sitting the NAPLAN in 2012
- Personalised Learning Plans for Aboriginal students K-6
- NAIDOC Week celebrations and activities

**Multicultural education**

Multicultural activities provided throughout the year included:
- Intensive ESL support for newly enrolled students from Non English Speaking Backgrounds
- Harmony Day celebrations
- A range of grade based activities including the Year 2 Celebrations Unit, Year 4 Multicultural Unit, Year 5 China Day and the Year 6 Multicultural Day
- Strong emphasis of Multicultural perspectives in COGs Units
- Celebrations for Anzac Day and Remembrance Day

**National partnership programs**

Students at Ross Hill Public School have again benefitted from additional funding via National Partnerships Low Socio Economic (SES) Funding. The following innovative programs were successfully implemented:
- High quality professional learning in the Reading to Learn Program
- The purchase of additional reading resources
- Enhanced utilisation of the Student Incident Tracker (SIT) data collection program to
improve data collection and analysis across the school

- Employment of a SAO to implement the school’s Attendance Phone Intervention Program
- Employment of a speech pathologist to assess identified students with speech and language delays, provide support and training to classroom teachers and to consult with and to train parents in intervention strategies
- Funding support for the Kinderstart Aboriginal Pre-school Transition Program and Pilot Aboriginal Music Program
- Appointment of an Assistant Principal
- Release of classroom teachers for one day per week to collaboratively develop class programs, develop school based assessment tasks, undertake lesson observations, undertake professional learning, collect and analyse student data
- Implementation of teacher visits to schools in other regions of the state
- Purchase of classroom computers

Each child also has a small clear bottle of water in the classroom to drink throughout the day to prevent dehydration.

**Sun Smart Program**

2012 was the third year of implementation of the Sun Smart Program. The school has a written sun protection policy and staff encourage students at all times to wear hats when outside, to get under the shade at maximum UV times of the day, to use outdoor activities at lower UV times of the day and teach children about sun protection.

**Music Tuition Program**

The school enjoys a strong history in providing exemplary Music Tuition Programs. Students from Years 4 to 6 have access to expert tuition with musicians from the New England Conservatorium of Music (NECOM). Tutors provide instrument tuition in a range of woodwind, brass and string instruments. Students are tutored either individually or in a small group setting during school hours.

Students then become part of the Ross Hill Public School band who rehearse once per week as a group. The school band performed at a range of events including school assemblies, Award Ceremonies, Taste of Macintyre, Inverell Arts on Display and Inverell Eisteddfod. A total of 48 students were involved in the Music Tuition Program in 2012.

**You Can Do It!**

‘You Can Do It!’ Social and Emotional Program is implemented at Ross Hill Public School to optimise the social, emotional and academic outcomes of our students. The core principle of this program is the development of young people’s social and emotional capabilities.

In line with the school’s Student Welfare Policy, students are provided with weekly lessons that integrate each of the five foundations and the twelve habits of the mind. The skills learnt are reinforced with ‘You Can Do It!’ Awards, positive verbal feedback, visuals around the school, integration in other Key Learning Areas and the teaching of Positive Behaviours for Learning.

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**Active After School Program**

The Active After School Program ran for the fourth year at Ross Hill Public School in 2012. The Australian Government’s Active After School Communities (AASC) program is a national initiative that provides primary school children with access to free sport and other structured physical activity programs in the after-school time slot.

**Crunch and Sip Program**

2012 was the third year of implementation of the Crunch&Sip® Program at Ross Hill Public School. Students have a break in class and ‘re-fuel’ with fruit or vegetables - assisting physical and mental performance and concentration in the classroom.
**Kindergarten and Year 6 to 7 Transition Programs**

In 2012 the school successfully implemented highly successful transition programs for students entering Kindergarten and Year 7 in 2013.

Kindergarten students were provided with an optional Pre-school Transition Program titled Kinderstart as well as four visits to the school to experience lesson time in Kindergarten classrooms. The Kinderstart Program consisted of three sessions per week of two hours per session over a six week period. Students engaged in a range of fun learning activities based on themes and big books. Ten students participated in this program in 2012.

All students in Year 6 including students in our Support Unit were provided with a range of sessions firstly at Ross Hill undertaking lessons with teachers from both of the local high schools. Students then visited their high school of choice for a minimum of three sessions, with several high support needs students visiting for many more sessions.

Students and parents were highly complementary of both programs in providing preparation for the next stage of learning.

**Student Leadership Program**

All classes across the school engage students in a range of leadership preparation programs and roles and responsibilities are assigned at a class level.

A major focus of learning for students in Stage 3 is the teaching of leadership skills. Students in Year 5 are provided with a whole day Leadership Skills Training day in Term 4 of each year to prepare them for Year 6 Leadership. Students in Year 6 also undertake significant opportunities for developing school leadership nominating for positions such as:

- The Student Representative Council (SRC)
- Year 6 monitors in a range of areas including the school canteen, the library, arts, recycling or energy monitors
- Sports House Captain or Vice Captain

Year 6 students have the option of attending a range of high quality Leadership Training Programs in addition to a two day Year 6 Leadership Workshop held in Term 1 of each year including:

- A National Student Leadership Conference held in Brisbane annually
- A State Student Leadership Conference held in a major town within the New England Region

**Premier’s Reading Challenge**

The Premier’s Reading Challenge aims to encourage in students a love reading for leisure and pleasure and to enable students to experience quality literature. It is not a competition but a challenge for each student to read, to read more and to read widely.

This year a significant number of students completed the challenge; many students participated in this challenge but did not log their records on line.

**Learning Support Team**

The Learning Support Team is a whole school planning and support resource. The Learning Support Team (LST) contributes to the provision of quality teaching and learning for all students. The team considers the type and level of support that students require to address their curriculum, communication, social and emotional, personal care, behaviour, safety and mobility needs. The team identifies and brings together key personnel within the school and wider community who are most suitable to be involved in the delivery of the students learning program.
Ross Hill Public School has a wide range of programs and variety of supports in place to cater for the learning needs of all students. There were 671 students enrolled at Ross Hill Public School as of 6th September, 2012. An approximate total of 556 students accessed support and/or were in special programs. This is 83% of the whole school population. Some students in this total accessed more than one type of support.

The school counsellor provided a range of support for 15.3% of students. A total of 2.8% of students accessed Behaviour Support Programs. A total of 18.5% of students received support in Literacy from either the Learning and Support Teacher, Reading Recovery or the Boost Language Program. Across the school 10.8% of the students have a diagnosed disability. 1.6% of students with a disability are in a mainstream class and provided with funding support. 2.4% of students with a disability receive specialist programs in the schools Support Unit. 2.1% of students at the school have a health care plan.

In 2012 3.4% of students participated in speech programs including Debating, Public Speaking and Toastmasters Youth Leadership program. 3.7% students participated in the e-GATS (Gifted & Talented) program.

Reading Recovery
Ross Hill School has been implementing the Reading Recovery Program for fifteen years. This program accelerates Literacy learning targeting those students performing in the lowest 20% of Year One. In 2012 15 students were able to access the program, with 8 boys and 7 girls tutored in Reading Recovery.

The E-GATs Program
Nine students in Years 5 and 6 participated in the E-GATs Program in 2012. The E-GATs Program was developed to provide extension and enrichment for Gifted and Talented students. Students attended a two day camp where they were matched with a mentor and provided with a range of rich learning opportunities. On return from the camp students worked online using digital technologies to enhance their communication and schoolwork. Set tasks of planned learning experiences were designed to meet the needs of the E-GATs students. Students were extended in the areas of English, Mathematics, HSIE and Science and Technology.

Progress on 2012 targets
Throughout 2012 the staff of Ross Hill Public School have been committed and worked hard to implement the school’s target areas. The targets were:

- Improved reading for all students K-6
- Improved Teacher Quality
- Improved Student Welfare and Engagement

Target 1
Improved reading for all students K-6
An intensive program of Teacher Professional Development with a focus on the Reading to Learn Program, a review and purchase of resources and the implementation of in-school Reading and Writing assessments continued in 2012. Results of student assessments were collected, recorded and analysed twice per year. Our achievements include:

- Improved student Reading and Writing results as evidenced by in school assessment data indicating an average improvement of 2.5 marks for students in Years 3 to 6 in Reading and an average improvement of 2 for all students in Years 1 to 6 in Writing
- 95% of parents indicated in surveys that students Reading results have improved

Improved Teacher Quality
In 2012 initiatives continued that strengthened teacher quality. Our achievements include:

- Positive and enthusiastic reporting by teachers of achievements throughout the year including improved teacher morale. 79% of staff indicated that their class program had improved and they had improved understanding of Teacher Quality and the Quality Teaching Framework
- Eleven staff members participated in trips to visit other schools. Three early career teachers completed and submitted portfolios for Institute of Teachers Accreditation
99% of parents indicated in the Annual Parent Satisfaction Survey that teachers were competent and set high standards of achievement.

Target 3

Improved Student Welfare and Attainment

Strategies implemented in 2012 included continued implementation of the school’s Learning Support Team to identify and provide appropriate support for students with exceptional learning needs, the implementation of the schools Attendance Policy, Professional Learning in the ‘You Can Do It!’ Program, Student data collection and analysis. Our achievements include:

- Increased achievement by students of ‘You Can Do It!’ Awards
- Improved attendance of Aboriginal students
- Significantly reduced negative behaviours by students and reduced suspensions

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Numeracy and the Phone Intervention Program.

In 2012 our school carried out an extensive range of evaluations as part of the National Partnerships Low SES Program Evaluation. Areas evaluated included:

- Literacy
- Numeracy
- Teacher Quality
- Student Engagement

- Learning Support Team
- Technology
- School satisfaction

Data collection included a Parent Satisfaction Survey, a Literacy survey, Parent Focus group, Staff Focus group, Student Focus group, NAPLAN analysis, Best Start analysis, in-school assessment data, student negative and positive incidents data analysis, student attendance data, student suspension data, student enrolment trends, student learning support data and a range of staff and student surveys.

Numeracy

Background

NAPLAN data from 2012 showed a decline in student achievement. Staff undertook professional learning trips, and in-depth NAPLAN and school assessment analysis to determine areas for development.

Findings and conclusions

- Data collected from school assessments indicated that staff mobility had a significant impact upon student assessment results
- Mathematics enrichment activities (such as the Oranges & Apples day) had a positive impact upon students, raising the profile of Mathematics within the school and actively engaging students in Mathematics
- 78% Year 3 students improved their Mathematics results during the year. 78% Year 5 students also improved their results
- The school scope and sequence was identified as requiring an evaluation, utilising new available resources

Future directions

- Revise the school scope and sequence in line with the North Coast Region Mathematics in preparation for the adoption of the new Australian Curriculum
- Increased training and support for classroom teachers to best meet the learning needs of students
Phone Intervention Program

Background

The Phone Intervention Program (PIP) was a National Partnerships initiative to support the improvement of student attendance within the school.

Findings and conclusions

- A Senior Administrative Officer checks class rolls and contacts parents who have not provided an explanation for their child’s absence each day. Positive relationships with families have been strengthened through the phone contact and applications for student exemption have also significantly increased.

- Data collection has been streamlined and its management has improved; however, the PIP has not increased students’ attendance with attendance rates for 2012 at 92.1% slightly lower than for 2011.

Future directions

- Continue the PIP for 2013 under National Partnerships funding.

Professional learning

Professional learning is viewed by the school community as highly beneficial to ensure the best possible teaching is provided to students. Staff Professional Learning days were utilised to train staff in:

- Connected Learning
- Mandatory Child Protection Training
- Non-Violent Crisis Intervention Training
- Environmental Sustainability
- ‘You Can Do It!’
- Literacy Training

All staff were encouraged to undertake online Professional Learning courses with 75% of staff completing 10 hours or more of online training.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy

Outcome for 2012–2014

Increased levels of Literacy achievement with a focus on Reading for every student in line with or better than Regional targets.

2013 Targets to achieve this outcome include:

- Years 3-6 students to demonstrate an average improvement of 3 marks from the Term 1 to Term 3 school Reading assessments each year.
- Year 5 students NAPLAN Reading growth to be in line with state average Reading growth.
- Year 1 to Year 6 students to achieve an annual average growth of 1.5 raw score marks in the school Writing assessment and results demonstrate consistency across the school.
- Year 3 students Writing NAPLAN results to be equal to or above state mean.
• Year 5 students Writing NAPLAN results to be equal to or above state mean

Strategies to achieve these targets include:
• Update training for staff on Reading to Learn Program to lift Reading results for all students, and train any new staff
• Two teachers appointed as Reading to Learn mentor coaches to consolidate and support classroom practice
• Program of classroom lesson observation and peer mentoring for staff in Reading to Learn
• Implementation of Language, Learning and Literacy (L3) program for Kindergarten students
• Implementation of staff professional learning K-6 that will increase teacher capacity to identify, address and implement quality teaching in Literacy

School priority 2

Numeracy

Outcome for 2012–2014
Increased levels of numeracy achievement for every student in line with or better than Regional Plan targets.

2012 Targets to achieve this outcome include:
• Years 3-6 students to achieve an average of 3 marks improvement in whole school numeracy assessment results annually
• Improve Year 5 students NAPLAN numeracy growth, reducing the gap between school and region averages

Strategies to achieve these targets include:
• Implementation of updated Mathematics Policy and Scope and Sequence by all classroom teachers
• Implementation of increased focus on the extension of high performing students in Numeracy in all classes
• Implementation of high quality professional learning programs for staff in:
  o Count Me In Too, Counting On, working mathematically and problem solving strategies
  o Use of Smartboard resources

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Debbie Baker - Relieving Principal
Mr Mick Migheli - Relieving Deputy Principal
Miss Mamie O'Brien - Assistant Principal
Mrs Nicky Croft - Assistant Principal
Mrs Debbie Johns - Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: