Rooty Hill Public School
Annual School Report 2013
School context

Rooty Hill Public School is an integral part of the local community, where we provide ‘Quality Education in a Vibrant, Caring School’. As part of the ‘Rooty Hill Learning Neighbourhood’ we work with our local schools: Eastern Creek PS; Minchinbury PS; and Rooty Hill HS to provide a seamless education from Kindergarten to Year 12. We welcome parent and community involvement in our school through our School Council and our Parents & Citizens Association. We set high standards and expectations for all our students.

We are proud of the diversity that is reflected in the forty-eight cultural backgrounds of our student population. For the 56% students with a Language Background Other Than English (LBOTE) and for the 7% of students identifying as Aboriginal, we provide the support of specialist staff who work collaboratively with class teachers to ensure optimum results for each student. Our support class for children with special needs serves students from across the local area.

We have a highly experienced Principal and executive team who lead and support our teachers. Our staff comprises sixteen New Scheme teachers, many teachers with over fifteen years’ experience and a high number of specialist support staff.

All students in Years 3 and 5 are encouraged to participate in the annual NAPLAN tests. Our analysis of test results enables our classroom teachers and specialist staff to devise learning activities to meet individual student needs.

Whilst our overall emphasis is on high student achievement in Literacy and Numeracy, the school offers rich opportunities in performing arts, sport and technology. Our students may participate in debating, public speaking, dance and drumming groups, choir or representative sport at school, district, regional or state level. All students have access to advanced technology support provided through the use of Interactive Whiteboards.

The school fosters and develops student leadership and participation through involvement in Peer Mediation, Student Representative Council, Prefects, Library Monitors and House Captains.

Our air-conditioned classrooms are well-resourced, all with access to the Internet. Our extensive landscaped grounds and playground areas provide a varied and safe environment for all our students.

For 2013 and beyond, one of the greatest challenges facing all schools will be the introduction and implementation of a National Curriculum. Our current school plan reflects the strategies to meet the need for significant staff professional learning in this area.

In 2013, for the first time in its history, our school has received significant State and Federal funding to support additional student improvement in Literacy and Numeracy. $70,000 has been received as part of the ‘Priority Schools Funding Program’, with a further $150,000 provided (over two years) as part of the ILNNP (Improving Literacy & Numeracy National Partnership).

This funding will facilitate a number of programs incorporating both direct student support and high levels of professional learning for staff.

Principal’s message

Rooty Hill Public School continues to be a school of which the local community is very proud and where achievements are publicly recognised.

Continuing a strong tradition, our school has offered every child the opportunity to be involved in a huge range of activities, to meet their additional interests and needs. Our school stands out amongst the local community as one where boys and girls enjoy many experiences outside normal classroom routine, thanks to the preparedness of staff to volunteer their time and expertise to organise many activities.

We have provided the opportunity for students to visit a number of exciting locations to enhance the work we are doing in classrooms – this year excursions were organised to Australiana Village at Wilberforce, the Australian Museum, Brewongle Environmental Education Centre and the Powerhouse Museum. Our senior camp took place at the ‘Great Aussie Bush Camp’ at Kincumber, while Years 3&4 students had an exciting time sleeping overnight at Yarramundi.
In the Arts, as usual, we have done exceptionally well.

We have taken part in a wide range of activities outside the school, such as the District Debating Competition, the District Public Speaking Competition, the Learning Neighbourhood Writing Competition and State Chess Competitions, with great results in each of them. Once again this year our Debating team proudly became Pool winners, and were only narrowly defeated in the grand final of the District competition.

Two of our Dance groups were selected to perform at the prestigious Sydney West Dance Festival for the thirteenth successive year.

Over 100 students had their quality artwork exhibited at the local Art on the Hill Exhibition.

Once again, our choir proudly performed at the Sydney Opera House as part of a massed choir, in front of a 3000 strong audience. What a great experience for our boys and girls and their proud family members!

Several hundred students were selected to perform at the Learning Neighbourhood’s Reach Concert, showcasing the considerable talents of our boys and girls, alongside students from Eastern Creek Public School, Minchinbury Public School and Rooty Hill High School.

Our strong links with Rooty Hill High School continue, with many projects undertaken including the expansion of the Confucius Classroom project, which has seen Year 6 students attending Mandarin language and Chinese cultural lessons on a weekly basis at the High School.

As always, in 2013 we have provided our boys and girls with a wide range of sporting activities, and these will be outlined later in this report.

Each year there are always changes to the school’s physical environment to report on. This year a major project has been completed with the re-roofing of a number of classroom blocks. In addition, half of our classrooms have been converted to LED lighting – we will be making careful comparisons to see if this initiative can reduce our electricity bills!

Thank you to everyone who supported our major fundraising activities this year. With the funds raised we have been able to provide the school with a number of outdoor table & seating areas that can be used by both students and parent helpers during class time. Additional interactive whiteboards have also been purchased.

Becoming a school that we respect so much, doesn’t happen without a great deal of effort from everyone involved.

To the teachers and all staff here at Rooty Hill, my sincere thanks for your professionalism and total commitment to your work. I have been very proud to be able to lead such a wonderful team of outstanding and highly skilled educators.

I would particularly like to thank the school’s Executive team for their leadership and hard work this year - thank you to Miss Law, Ms Grice, Mr Haste, Mrs Tume, Ms Roberts, Mrs Greene, Mrs Bridge & Mrs Mackenzie. Special thanks also to Mrs Gatt, for her leadership of the school’s administrative staff.

2013 enabled us to welcome a number of new permanent and temporary staff, including Mrs Jackie Thomas. Unfortunately this year we said farewell to Ms Henman, who has returned to University to complete training to be a School Counsellor, to Mrs Susan Greene, who received a substantive promotion to the position of Assistant Principal at Richmond PS and to Mrs Wendy Sowter, who received an appointment to the position of Assistant Principal at Mt Riverview PS – we wish them all well in their new ventures.

Thank you to all parents and family members who have supported us in any way this year and to everyone who has taken time to attend our many school functions. I would particularly like to thank our P&C President, Mrs Debbie Johns, for the work she has done with her team, to support us this year.

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.

Jackie Malecki
Student representatives’ message

The 2013 Prefects have worked extremely hard this year with staff, community members and fellow students. We are appreciative of the opportunities we have been given during our year as leaders and representatives of Rooty Hill Public School. We have thoroughly enjoyed the many events that we have lead or participated in such as:

- Welcome Evening
- Impact Student Leadership Conference
- Rooty Hill High School Excellence Assembly
- ANZAC Day
- Education Week Concert
- K-6 Assemblies
- Kindergarten Orientation and Presentation Day

As well as the role of Prefect, there were many other leadership roles taken on by students from K-6. Many Stage 3 students became Peer Support Leaders and Peer Mediators. They worked with students in small groups and in the playground, which developed their leadership skills. House Captains helped with distributing and collecting playground equipment as well as motivating participants and spectators at our school Athletics and Swimming Carnivals. The Library Monitors helped look after all of the new resources purchased this year while the SRC raised a large sum of money through our school discos, ‘Games-a-thon’ and ‘Aquathon’. Some of the money raised by the SRC went to the Starlight Foundation and our school charity Stewart House.

We have had a great year and we would like to thank all of the teachers for their help and support throughout the year. We would like to say a very special thank you to our Principal, Mrs Malecki, our Deputy Principal, Miss Law and our Grade Supervisor Ms Grice. They have given us advice, trust and guidance and we thank them for all that they have done for us.

Chloe Norton  Captain
Drew Lloyd  Captain

Student information

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

Student enrolment profile

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<th>Gender</th>
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Student attendance profile

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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
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</table>
Management of non-attendance

Procedures for managing non-attendance are clearly outlined in the school’s Attendance Policy. Where non-attendance is a concern the procedures may include phone calls, letters home and interviews with the Deputy Principal and/or the Principal before referring the concerns to the Home School Liaison Officer. Timely reminders in weekly newsletters and positive rewards are preventative measures used to establish good attendance patterns.

Workforce information

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

Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24.176</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.635</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.062</td>
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<tr>
<td>Total</td>
<td>40.873</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The indigenous composition of our staff is 2%

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>63</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

Financial summary

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

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<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>158569.46</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
<td>10055.90</td>
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<td>Trust receipts</td>
<td>51812.60</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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**Expenditure**

- Teaching & learning
  - Key learning areas 90483.18
  - Excursions 60539.59
  - Extracurricular dissections 67629.89
- Library 7796.58
- Training & development 7981.23
- Tied funds 202644.64
- Casual relief teachers 65487.95
- Administration & office 58113.33
- School-operated canteen 0.00
- Utilities 67808.79
- Maintenance 26979.37
- Trust accounts 45280.78
- Capital programs 24945.00
- **Total expenditure** 725690.33

**Balance carried forward** 325915.41

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

**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.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). 

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[Note: The additional text about workforce, teacher qualifications, financial summary and school performance includes the same content as the previous text, which is not included here for brevity.]

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[Note: The date and financial summary table are included here for completeness, as they were previously extracted but not included in the natural text representation.]
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

This year 88 students from Year 3 completed the NAPLAN Persuasive Writing Test with 93% of those students achieving in the top four bands. No Year 3 students were in the lowest band.

Year 3 boys scored 8 scale scores above the state average in Writing.

Students performed better with their accurate use of punctuation and spelling, as well as creating writing that includes persuasive language.

Although performing well in most areas, Year 3 students had more difficulty producing writing that convinced an audience and that included clear elaborations of ideas.

This year 89 students from Year 3 completed the NAPLAN Reading Test with 78% of those students achieving in the top four bands. This year there were fewer students in the lower bands than last year.

Year 3 students scored 4 scale points above the state average.

Students performed better when inferring meaning from an advertisement, and when interpreting the reason a character reacted in a certain way. Although performing well in most areas, Year 3 students had more difficulty interpreting information from an interview and when needing to identify the underlying theme in a narrative text.

NAPLAN Year 3 - Numeracy

This year 87 students from Year 3 completed the NAPLAN Numeracy Test with 77% of those students achieving in the top four bands.

Year 3 students performed better when locating objects on a grid using letters and numbers as coordinates, and when naming missing numbers on a hundreds chart. 69% of Year 3 students correctly added two amounts of money, with
82% of students correctly identifying a shape with the greatest area.

Although performing well in some areas, Year 3 students had more difficulty subtracting a 2-digit number from another (eg, subtract 29 from 43) with 39% of students solving this correctly, and only 18% of students successfully calculating the date two weeks previous to a given date.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Reading – NAPLAN Year 5**

This year 104 Year 5 students completed the NAPLAN reading test with 45.2% of students placing in the highest three bands, which is a significant increase from 2012.

There was an increase from 20.3% to 26.9% in Band 6 and from 2.5% to 5.8% in the highest band this year. In 2013 we had 11.7% less students in the lowest two bands.

![Percentage in bands: Year 5 Reading](image)

Students had the most difficulty answering questions in the area of ‘applied comprehension’, such as interpreting the reasons for a character’s actions and identifying information which is not explicitly stated in the text. Students did well when identifying the intended audience of a text and when inferring information in an interview.

**Writing – NAPLAN Year 5**

This year our boys achieved 33 scale scores above the state average growth in Writing.

In Year 5 NAPLAN Writing, 69% of students scored Band 5 or above. Most students are beginning to structure their texts in stages and were able to use conjunctions to connect simple ideas. 98% of students spelt high frequency words correctly; however, spelling more difficult words is an area for improvement in 2014.

**Spelling – NAPLAN Year 5**

In Year 5 NAPLAN Spelling, there was a 5% increase in the number of students in Band 6 in 2013. There was a slight increase in the number of students in the lower bands; however, there was an increase of 63% of girls in Bands 7 and 8, from 2012.

**Grammar and Punctuation – NAPLAN Year 5**

In the Grammar and Punctuation section of NAPLAN, 40% of students achieved the highest three bands. Boys particularly, made a significant improvement in Grammar and Punctuation, with 6% more boys in the highest bands compared with 2012.

**Growth in Reading**

This year in Reading 66% of students met or exceeded the expected growth and this was higher than that of the State growth. Whilst both girls and boys made excellent progress from Year 3 to Year 5, the boys did particularly well.

![Average progress in Reading between Year 3 and 5](image)

<table>
<thead>
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<th>Average progress in Reading between Year 3 and 5*</th>
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<td>74.0</td>
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**NAPLAN Year 5 - Numeracy**

This year 104 students from Year 5 completed the NAPLAN Numeracy test with 32% of students achieving Band 6 or higher. There was also a decrease in the number of students in the lowest band which is pleasing.
Our Year 5 students did well when answering questions relating to ‘patterns and algebra’ along with 3D shapes.

Growth in Numeracy

In 2013 our girls’ growth from Year 3 to Year 5 in Numeracy was higher than that of the State growth. Year 5 exceeded the average growth of other schools in our local area in Numeracy.

Our boys’ growth did not quite meet the State growth, however as a group Year 5 were only slightly below the growth of the State.

Other achievements

Creative and Performing Arts

Once again this year, over 100 students had their artwork displayed at the Learning Neighbourhood’s ‘Art on the Hill’ exhibition. Principals from each school and the School Education Director presented special awards to the winning artists. This year our overall school winner was Jesse Wilshire of 6D. Naomi Pickering KM, Madison Cini 1D and Anam Diwan 3R won Quality awards for their stages and Noah Tirados won the Peoples’ Choice Award for Stage 2.

This year three artworks were entered into the Annual NSW Operation Art exhibition held at the Amory Gallery, Olympic Park. Koby Pochodyla of 2S, Lillian Lolomanaia of 2E and Emma Hsu of KM had their artworks accepted into the exhibition. Lillian’s artwork was one of only 50 artworks chosen to become part of the permanent display at the Children’s Hospital Westmead.

This year, for Education Week, some classes performed at our school concert, and others were involved in producing artworks that were exhibited during our Open Day. All students were in some way involved in this celebration of performing arts.

For the 13th consecutive year, the Senior Dance group was selected to perform at the prestigious Sydney West Dance Festival in June. The Junior Dance group also performed. Sixty students
attended as part of the matinee audience to support the dance groups.

Both the Senior and Junior Dance groups also performed during our Education Week Concert, at the local shopping centre for Education week and in the annual Learning Neighbourhood Reach Concerts.

This year marked the 5th annual Learning Neighbourhood Reach Concert. Rooty Hill Public School had 10 groups performing, with students ranging from K-6, including the combined schools Drumming and Choir groups. 12 students were selected for the PULSE choir performance. This group performed as part of the combined choir at this Western Sydney Regional Concert which was held at the Opera House in August.

Sport
2013 has been another busy year in the pool, on the track and on the sporting field for students at Rooty Hill Public School. There have been some great team performances as well as individual sporting achievements.

Swimming
The first carnival of the year was our Swimming Carnival. On the day there were many great swims by the students. Following on from our school carnival we had 26 students qualify for the Mt Druitt District Carnival. Our school did very well again at the Mt Druitt Swimming Carnival by finishing in the top 6 schools. We also had 7 students qualify for the Sydney West Regional Carnival where they represented the Mt Druitt District.

Those students were:
Alannah-Jade Pezzano, Craig Ortiz, Drew Lloyd, Alyssa McInnes, Viena Tinao, Samantha Mendoza and Carlene Lever

The Swimming Age Champions for our school in 2013 were:
Junior Girls – Chontal Robert
Junior Boys – Craig Ortiz
11 Years Girls – Alyssa McInnes
11 Years Boys - Drew Lloyd
Senior Girls - Holly Steeden
Senior Boys - Brendan Wilson

Cross Country
In Term 2 we held our school Cross Country Carnival. While this is a tough and challenging long distance race, it was great to see many students give their all and try their best to complete the race.

After our school event we had 48 students represent our school at the Mt Druitt District Cross Country. Following on from the District event we had 5 students qualify for the Sydney West Cross Country.

Those students were:
Paris Staal, Holly Steeden, Sediqa Rezaei, Zane Catlett and Rheece Vassallo

Athletics
Our final carnival for the year was our Athletics Carnival. We had 46 students who qualified for the Mt Druitt Athletics Carnival, many of whom were in more than one event. All the students represented our school very well and we finished in the top 6 schools.

There were 6 students who then represented Mt Druitt District at the Sydney West Regional Athletics Carnival. They were:
Paris Staal, Hayley Matheson, Calos Torzar, James Herning, Mahina Taiki and Xavier Tuigamala

The School Athletics Age Champions for 2013 were:
Junior Girls – Mackenzie Doust
Junior Boys – Xavier Tuigamala
11 Years Girls – Viena Tinao
11 Years Boys - Rheece Vassallo
Senior Girls - Paris Staal
Senior Boys - Byron Murphy
PSSA
This year has been another fun and exciting year for the students who represented our school each Friday in the Mt Druitt PSSA Competition. We had over 150 students representing our school in PSSA competitions this year.

During the Winter Competition in Terms 2 and 3 our school entered a total of 10 teams in the competition in the following sports - Netball, Soccer and Touch Football.

The Senior A Netball team made it to the Semi Finals and both the boys’ and the girls’ Touch Football teams made the grand finals.

In Summer PSSA in Terms 1 and 4 we entered 12 teams in Newcombe Ball, Volleyball, Cricket, Softball, Tee Ball and AFL. The teams worked hard each week to improve their skills and several teams made it to the grand finals.

We had many talented students selected to represent the Mt Druitt District in Representative Sports teams this year, while Tony Aiatia was selected to represent the Sydney West Region in the Opens Rugby League teams this year in Dubbo.

Congratulations to the following students for their sporting achievements:

**District Representatives**
Soccer - James Herning, Corey Hadden, Rheece Vassallo, Georgia Simpson, Carlene Lever, Samara Colwell, Emma Stanford, Lilly Thomas and Paris Staal
Softball - Monique Powell, Emma Stanford, Viena Tinao and Drew Lloyd
Netball - Viena Tinao
Basketball - Byron Murphy
Rugby League - Bailey Leniu and Tony Aiatia

**Sydney West Representatives**
Tony Aiatia - Rugby League

**R Higgins Sport Shield**
Each year the R Higgins Sport Shield is awarded to the winning sport house from our school, Baker, Cable, MacDonald and Higgins. Students receive points for their house for entering events at each of the carnivals throughout the year, as well as points for winning events. The winning sports house for 2013 was Higgins.

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**Significant programs and initiatives**

**Aboriginal education**
We continued to be committed to the Aboriginal Education and Training Policy, the goal of which is ‘Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.’

At Rooty Hill Public School, we have built a strong, dedicated team of staff, parents and community members who are committed to developing reconciliation between Australian Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander people.

We foster this attitude through a number of programs, policies and whole school events. Our teaching and learning programs support the recognition and understanding of Aboriginal history, culture and contemporary achievements.

As part of our commitment to Aboriginal Education we:

- Fly the Aboriginal flag daily;
- Acknowledge Country at all school assemblies and important events;
- Acknowledge and/or participate in Reconciliation Week, NAIDOC Week and Sorry Day;
• Ensure representation of our Aboriginal community on all Merit Selection panels;
• Encourage and value the participation of indigenous parents, family members and community members at all school celebrations, in particular Reconciliation Week and NAIDOC;
• Develop Personalised Learning Plans (PLPs) for every indigenous student. These are developed in conjunction with parents and classroom teachers to cater for the specific needs of each student.

Literacy continuum data collected in May and November indicates that Aboriginal students achieving at or above grade expectations in literacy increased from 17.9% to 36%.

The attendance rate for our indigenous students was 89.6% which was 3.8% below the attendance rate for non-indigenous students. We continue to emphasise the importance of attending school every day and promote this through awards and positive incentives.

Camps

In 2013 Stage 2 students participated in an overnight excursion to Camp Yarramundi. The students had the opportunity to participate in a number of self-esteem, confidence building and team work activities, including rock climbing, archery, giant swing and navigating their way through an artificial cave maze. The students made new friendships, built upon existing friendships and most notably, learnt the importance of caring for each other and working together. After a fun-filled two days, the students returned to school, having shown exemplary behaviour and representing our school with pride.

Stage 3 students were given the opportunity to participate in a three day, two night camp. This year, 47 Year 5 and 50 Year 6 students travelled to the Great Aussie Bush Camp, located in Kincumber. Students were involved in a wide range of activities including canoeing, raft building, high ropes, bush craft, archery, orienteering, lost island obstacle course, fencing, power fan and the giant swing. Each activity gave students the opportunity to develop team work skills. All students showed exemplary behaviour and took advantage of all the opportunities provided to them.

Multicultural education

Our teaching and learning programs are based on the values of inclusion and respect. Through our school policies, procedures and programs students are supported to recognise and value the vast range of cultures within our school. Staff, students and the wider community are encouraged to express, share and value their cultures and customs with the school community.

We have 462 families at our school who come from 55 different cultural backgrounds. Many of our students originate from the Philippines, Fiji and New Zealand. 331 students are identified as having a language background other than English. Many have been identified as requiring support and receive assistance from a specialist teacher.

We participate in ‘Learning Neighbourhood’ initiatives that develop intercultural understanding and skills. Each year we attend the ‘Harmony Day’ celebrations at Rooty Hill High School where cultural diversity is exhibited through dance, sport, art, drama and cooking. Our senior students participate in the Confucius Classroom program where they are involved in learning about Chinese culture and learn some key words and phrases in Mandarin.

Our school has an Anti-Racism Officer (ARCO) who works with students to develop an understanding of the implications of racism and discrimination.
Transitional Equity Funding

In 2013 Rooty Hill Public School received Transitional Equity Funding.

One of the programs established using the funding was a language program implemented by an experienced School Learning Support Officer (SLSO). The program targeted students who have an identified receptive and/or expressive language disorder. Students received a half hour of language support on a daily basis in small groups. They participated in activities aimed at improving their receptive/expressive language and broadening their vocabulary. This program increased the level of students’ participation and engagement in learning in the classroom through increasing their background knowledge of concepts and topics.

As part of this language program we also purchased a CELF 4 language screener and had a number of support staff trained in administering this assessment tool. This screener assists in the identification of students who may need in-depth assessment of their language abilities. This has enabled us to make early identification of students who require access to specialist teachers as well as support agencies outside the school such as speech therapists.

Equity funding also allowed the school to support teachers improve their teaching through the development of timetabled executive release. During this release time executive worked with their teams to develop individual learning plans and created opportunities to allow teachers to observe other lessons or have their lessons observed. A crucial aspect of this was to give time for reflection of the observation and then set goals for what would be achieved back in teachers’ classrooms.

National partnerships and significant Commonwealth initiatives

The Improving Literacy and Numeracy National Partnership (ILNNP) program is designed to improve the performance of students who are falling behind in literacy and/or numeracy. Through ILNNP funding in 2013 Rooty Hill Public School provided all teachers with significant professional learning to enhance the quality of the teaching taking place in classrooms.

As part of ILNNP teachers received individual programming support with the Literacy Continuum. Once every four weeks teachers were provided a two hour session with an ‘expert’ where they analysed student results and planned lessons that targeted students at their individual levels on the Literacy Continuum. This support enabled teachers to cater for the individual literacy needs of all students.

Staff also trained in Focus On Reading Phase 2 as well as the Kindergarten program Language, Learning and Literacy (L3). Focus On Reading Phase 2 aims to improve student vocabulary knowledge and therefore their ability to read texts. Language, Learning and Literacy (L3) is a Kindergarten classroom intervention program, targeting text reading and writing. It has been designed to complement the daily Literacy program for students who do not bring a rich Literacy background to their first year of school.

The result of all of this professional learning throughout the year was enhanced teacher collaboration and shared responsibility for student outcomes as well as improved student results in Reading and Comprehension. End-of-year data showed an increase in students achieving at or above expectation in all grades K-6.

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<th>May 2013- students at or above expectation</th>
<th>November 2013- students at or above expectation</th>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 6</td>
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School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveying staff, students and parents
- Conducting focus groups
- Analysing school data

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Increased proportion of Year 3 and Year 5 students achieving proficiency in NAPLAN Reading

Our three-year targets in literacy are:

- Increase the percentage of Year 3 students achieving proficiency (Bands 5 and 6) in NAPLAN reading from 35.03% (3yr average) to 37.5%.
- Increase the percentage of Year 5 students achieving proficiency (Bands 7 and 8) in NAPLAN reading from 13.2% (3yr average) to 15%.
- Increase the percentage of Year 7 students achieving proficiency (Bands 8 and 9) in NAPLAN reading from 11.46% (3yr average) to 12.5%.

Evidence of progress towards outcomes in 2013:

- 18% of Year 5 students achieved proficiency (Bands 7 and 8) in NAPLAN reading with another 26% of students achieving Band 6
- Whilst 51% of students achieved the top three bands in Reading only 27% of Year 3 students achieved proficiency (Bands 5 and 6) in NAPLAN reading
- Over 28% of students achieved the top three bands in Reading, but only 7% of Year 7 students achieved proficiency (Bands 8 and 9) in NAPLAN reading

Strategies to achieve these outcomes in 2014

- Continue to provide professional support with the creation and delivery of teaching and learning activities aligned to the new NSW English Syllabus
- Develop teachers’ understanding of the Literacy Continuum - aspects of Writing and Speaking
- Identify student target groups from NAPLAN analysis and the Literacy Continuum and create appropriate lessons to meet the needs of the students

School priority 2

Numeracy

Outcomes from 2012–2014

Increased proportion of Year 3 and Year 5 students achieving proficiency in NAPLAN Numeracy

Our three-year targets in numeracy are:

- Increase the percentage of Year 3 students achieving proficiency in NAPLAN numeracy from 30.09% (3yr average) to 31.5%.
- Increase the percentage of Year 5 students achieving proficiency in NAPLAN numeracy from 11.09% (3yr average) to 12.37%.
- Increase the percentage of Year 7 students achieving proficiency in NAPLAN numeracy from 11.59% (3yr average) to 12.5%.

Evidence of progress towards outcomes in 2013:

- Over 48% of students achieved the top 3 bands in numeracy, but only 21% of Year 3 students achieved proficiency (Bands 5 and 6) in NAPLAN numeracy
- Although we did not reach our target, 11% of Year 5 students achieved proficiency Bands 7 and 8) in NAPLAN numeracy and another 20% of students achieved Band 6
- Whilst over 33% of students achieved the top 3 bands in numeracy only 10% of Year...
7 students achieved proficiency (Bands 8 and 9) in NAPLAN numeracy

Strategies to achieve these outcomes in 2014:
- Provide teachers with opportunities to work with a Mathematics ‘expert’ to develop engaging, appropriate mathematics lessons using content from the new NSW Mathematics Syllabus
- Stage 2 and 3 teachers participate in Taking Off With Numeracy (TOWN)
- Early Stage 1 and Stage 1 teachers use Targeting Early Numeracy (TEN) strategies in their classes

School priority 3

New NSW Curriculum

Outcomes from 2012–2014

Teachers understand the new NSW syllabuses and have knowledge and skills to program, teach, assess and report.

Evidence of progress towards outcomes in 2013:
- Teachers are currently creating English Overviews using the New NSW English Syllabus and the Literacy Continuum
- Teachers have utilised the Board of Studies ‘Program Builder’ to support the development of their class programs

Strategies to achieve these outcomes in 2014:
- Complete the Professional Learning Modules for ‘Mathematics K-10’ and ‘Science and Technology K-6’
- Undertake ‘Learning Neighbourhood’ professional learning to create a Mathematics Scope and Sequence

School priority 4

Engagement and Attainment

Outcomes from 2012–2014

Effective implementation of the Positive Behaviour for Learning Program

Our three-year targets are:
- Increase student attendance from 92.52% (3yr average) to 93%
- Increase Aboriginal student attendance from 91.17% (3yr average) to 92.3%
- Decrease the percentage of students arriving late each week from 18% (2012) to 15.5%

Evidence of progress towards outcomes in 2013:
- Our student attendance rate for 2013 was 93.4%
- Whilst we have not achieved our target there has been a slight decrease, to 17%, of students are arriving late to school each week
- Our Aboriginal student attendance rates were disappointing this year with an attendance rate of 89.6%

Strategies to achieve these outcomes in 2014
- Letters to parents to inform them when their child has arrived to school late on three or more occasions
- Develop a reward scheme for classes where every child arrives to school on time.
- Newsletter reminders to inform parents to notify the school when students are leaving our school or taking extended leave

Professional learning

Throughout the year all teaching and administrative staff participated in a range of professional learning activities.

The professional learning activities included staff meetings, school development days and funded courses involving teacher relief, after-school courses and training on weekends and holidays. Professional learning to develop skills in teaching and assessing literacy and to support student welfare were the most significant areas of expenditure.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

- 97% of parents believe that the interests, experiences and knowledge of all students are reflected in teaching programs
- 96% of parents feel that school reports and parent interviews provide both formal and informal opportunities to discuss students’ progress and level of achievement.

Students

- 84% of students believe that teachers tell students what they are learning and why
- 85% of students feel they understand how their learning will be assessed.

Teachers

- 100% of teachers believe teachers’ assessment processes provide information on students’ strengths and areas for further development
- 89% of teachers believe that students understand how the outcomes of their learning are assessed and reported

Program evaluations

Curriculum - Reading

Background

Towards the end of 2011 we reviewed the way we teach Reading and Comprehension. The results of this review guided the Professional Learning for all staff, K-6.

During 2012 and 2013 Kindergarten teachers participated in L3, a literacy program designed to support the teaching of Reading and Writing. Year 1-6 teachers, including Support Staff, have completed Focus on Reading Phase 1, with Years 3-6 teachers and Support Staff also completing Focus On Reading, Phase 2. In 2013 K-6 staff received ongoing support to effectively implement the Literacy Continuum, with a particular focus on the Aspects of Reading Texts and Comprehension.

Findings and Conclusions

We conducted a survey across the school following significant Professional Learning undertaken by staff in regards to Reading. The results are extremely positive.

- 100% of staff said the way they teach Reading has improved. Staff feel they have a more focused approach to teaching Reading. Teachers are providing more individualised learning with specific targets for their students. Staff are engaging in professional dialogue with their colleagues more often.
- 100% of staff said that their students’ reading and comprehension has improved. Staff are teaching more explicit Reading lessons using skills and strategies gained through Professional Learning. Staff have reported that they feel more confident when addressing the specific needs of their students in Reading and Comprehension.
- 100% of students surveyed believe that reading is important.
- 98% of students believe their reading and comprehension skills have improved this year.
- 96% of students said that their teacher provides interesting lessons. Students said they particularly enjoy working in small groups or one-on-one with the teacher.
- 88% of students said they regularly use the Super 6 Comprehension strategies when reading.
- 88% of students said they enjoy reading at home.
- 86% of parents believe that reading is an important subject for their child.
- 81% of parents feel that the school keeps them well informed about the teaching of reading.
93% of parents believe that their child’s reading has improved this year.

**Future Directions**

The undertaking of Professional Learning for teachers has led to improved results in Reading and Comprehension for students. Through the successful implementation of Focus On Reading and Kindergarten L3 as well as the professional development of staff with the Literacy Continuum, students have improved their Reading and Comprehension skills and teachers have increased their capacity to teach Reading and Comprehension. We will continue to implement these programs in 2014. We will initiate the L3 program in Year 1 to continue building on student achievements from Kindergarten. We will also further the professional development of staff by continuing support with the Literacy Continuum with a focus on the Aspects of Writing, Vocabulary and Speaking.

**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.

Jackie Malecki Principal
Sue Law Deputy Principal
Jennifer Tume Assistant Principal
Deb Grice Assistant Principal
Paul Haste Assistant Principal
Susan Greene Classroom teacher
Troy Sloane Classroom teacher
Linda Dollin Classroom teacher
Deb Johns Rooty Hill P.S. P&C President

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:
