Rooty Hill Public School
Annual School Report
Messages

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 the Museum of Fire, the Powerhouse Museum, ANZ Stadium, Featherdale, the Maritime Museum and the Chinese Gardens at Darling Harbour. Our senior camp took place at Lake Burrendong near Wellington, while Years 3&4 students had a wonderful time sleeping overnight at Taronga Zoo.

In the Arts, as usual, we have done exceptionally well.

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

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.

This year our Debating team proudly became Pool winners, and were only narrowly defeated in the grand final of the District competition.

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

Two of our very talented students, Geoffrey Cohen and Lexie Auld, had their artwork selected to be displayed in the offices of senior members of the Department of Education at Bridge St in Sydney.

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.

We have very strong links with Rooty Hill High School and work on a number of programs together. An initiative this year has been the development of the Confucius Classroom project, which has seen a group of Year 6 students attending Mandarin language and Chinese cultural lessons on a weekly basis at the High School.

As always, in 2012 we have provided our boys and girls with a wide range of sporting activities, and these will be outlined later in this report. I am particularly pleased to announce that two students, Chase Chapman and Mirae Hemi, have received acknowledgement as ‘Sportspersons of the Year’ for the entire Mount Druitt district.

Each year there are always changes to the school’s physical environment to report on. The Library is looking particularly impressive at the moment, with new carpet, new computer bays and a reorganisation of resources to give us much more space.

Thank you to everyone who supported our two major fundraising activities this year – our Olympathon and our Aquathon. With the funds raised we have been able to provide your children with over $12,000 dollars worth of reading resources, and soon our sports representatives, choir and debaters will be wearing brand new team shirts. Sports equipment worth several thousand dollars has
been ordered and should be here for the start of the new school year.

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 Shankaran. Special thanks also to Mrs Gatt, for her leadership of the school’s administrative staff.

2012 enabled us to welcome a number of new permanent and temporary staff. Unfortunately during the year we said farewell to Ms Daley, who has secured a position at a school on the South Coast.

Sadly, after 24 years at Rooty Hill, and 40 years as an outstanding teacher, we will say Goodbye to Mr Paul West. He has made an amazing contribution to our school and will be greatly missed as he begins the next phase of his life in retirement.

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

P & C and/or School Council message

The P & C is the parent and community representative body of Rooty Hill Public School.

We play an important role as part of the school community in ensuring our school supports our boys and girls in the best way possible. We help raise funds to buy the extra things the school needs and help in decision making within the school. At P & C meetings we discuss the events and routines and are made a part of the decision making process. The P & C runs several committees that provide a service to our school and its community.

One service is the school Canteen. We employ a manager who, with the help of volunteers, provides school lunches and canteen services 5 days a week with all the profits going back into the school.

Another is School Banking. This is a very important service because it not only helps in the fundraising process but teaches our children the very important lesson of saving.

We run the Uniform Shop with the help of volunteer parents helping to keep our uniform costs down. Any profits return to our school.

Our dedicated fundraising group donates a great deal of time and effort to ensure our Mothers’ Day and Fathers’ Day stalls and raffles are a great success.

The P&C has contributed towards the cost of Interactive Whiteboards so that every classroom has one, furniture for Kindergarten’s ‘home corner’, Shade Tents for sport and a BBQ to cook all those sausage sizzles. We also sponsor the chess team and Choir when they represent our school.

Debbie Johns P&C President

Student representatives’ message

The Prefects have worked really hard this year doing lots of different jobs, working with teachers and students and having a great time. We are thankful for the opportunity to represent this amazing school by participating in many important events and ceremonies such as: the Impact Leadership Conference, Welcome Evening; Rooty Hill High School Excellence Assembly; ANZAC Day; Education Week.
Performance; Presentation Day Assembly and by leading our Kindergarten to Year Six Assemblies.

Many other Year 6 students became Peer Support Leaders and worked with students to help them with their leadership skills and working as a team. The House Captains have been kept busy by ensuring our playground activities were well-equipped and by encouraging all participants at the school Athletics and Swimming Carnivals, while Library Monitors helped make our time in the Library an even more enjoyable experience. The Peer Mediators and SRC made sure everything and everyone worked well together, and the SRC raised a lot of money to support our school and charities such as Stewart House.

Meanwhile, the Prefects helped at the Kindergarten Orientation where the 2013 Kindergarten students had their first glimpse of school. A couple of the younger ones were a bit upset at first but they soon began to like their new school. We have really had a great time working with all the students.

One special highlight from our year was visiting the ANZAC Day memorial at the RSL Club. Another was going to the Impact Leadership Conference in Homebush. It was a great day, as we had the opportunity to participate in a range of leadership activities and meet other young leaders from other schools around Sydney.

School Captains 2012

Jackson Overton          Jasmine Thomas

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
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<td>305</td>
<td>307</td>
<td>311</td>
<td>319</td>
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<td>267</td>
<td>269</td>
<td>275</td>
<td>280</td>
<td>261</td>
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Student attendance profile

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<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>93.8</td>
<td>93.4</td>
<td>93.4</td>
<td>92.9</td>
<td>92.8</td>
</tr>
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<td>93.4</td>
<td>91.8</td>
<td>92.1</td>
<td>92.2</td>
<td></td>
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<tr>
<td>2</td>
<td>93.1</td>
<td>94.9</td>
<td>93.8</td>
<td>92.5</td>
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<tr>
<td>3</td>
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<td>94.8</td>
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<td>93.6</td>
<td>93.6</td>
<td>93.8</td>
<td>92.7</td>
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</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>93.5</td>
<td>93.7</td>
<td>93.5</td>
<td>92.9</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.

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>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Classroom Teachers</td>
<td>19.992</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.062</td>
</tr>
<tr>
<td>Total</td>
<td>37.179</td>
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</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.
The Indigenous composition of our staff is 2%

Staff retention
We retained the majority of our teaching staff. One teacher transferred to a new position in another region, one teacher retired and one teacher was relieving in a higher position at another school. In 2012 five members of staff were on full or part-time maternity leave.

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>63</td>
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<tr>
<td>Postgraduate</td>
<td>37</td>
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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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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tr>
<td><strong>Income</strong></td>
<td>$143,915.36</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>257,970.73</td>
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<tr>
<td>Tied funds</td>
<td>103,879.82</td>
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<tr>
<td>School &amp; community sources</td>
<td>174,731.52</td>
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<tr>
<td>Interest</td>
<td>9,073.51</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>724219.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts
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 school winner was Rhyl Villegas in KM. He was also awarded the Quality Award for Early Stage 1. Lillian Lolomanaia in 1D, was awarded the Quality Award for Stage 1 and Nicole Li from 2E won People’s Choice Award for Stage 1.

Student artworks were entered into an Art Competition – ‘Primary Colours’ which is organised to showcase primary school artworks at the Department of Education and Communities (DEC) head office in Bridge Street. Lexie Auld’s (Year 1) and Geoffrey Cohen’s (Year 6) artworks were selected by senior DEC personnel for exhibition.

Lexie Auld with Deputy Director General – Greg Prior

Some of the other artworks entered by our students were sold in an online auction to raise money for Stewart House, with some artworks attracting up to $75.

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.

For the 12th 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 and in the annual Learning Neighbourhood Reach Concerts.

This year marked the 4th 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. Year 2 students Patrick Bourke and Vinuji Polwaththa Gallage were selected to be announcers at the Concerts.

Debating

2012 saw the Rooty Hill Debating Team debate their way to the R.A. Pickles Grand Final Championship for the first time in many years. The team consisted of dedicated Year 5 and Year 6 students, who gave their own time during recess and lunch to research, prepare speeches and present our case in an outstanding manner at each debate. Our regular speakers included Jasmine Thomas, Ayca Karsanbas, Jaeda Zlomislic and Maja Zlomislic. The team participated in eight debates over the course of the year, winning convincingly on 6 of these occasions. We were awarded the ‘Pool 3 Winners Shield’ which was a great achievement and sent our team into the Grand Final. Unfortunately, we were not successful in winning the overall shield, however, stand proudly as the runners-up for the entire competition, out of 18 schools in the district.

Sport

Our school achieved some great results in 2012. Strong performances in all many of the events were the highlight of our school swimming carnival.

The Swimming Age Champions for 2012 were:

Junior Girls - Alyssa McInnes
Junior Boys – Drew Lloyd
11 years Girls – Jasmine Thomas
11 years boys – Oscar Jennings
Senior Girls – Mirae Hemi
Senior Boys – Chase Chapman

Our school did very well again this year at the Mt Druitt District Swimming Carnival and finished 7th overall. 13 students represented Mt Druitt District at the Sydney West Carnival at Homebush.

The Sydney West Representatives were:

Mirae Hemi, Alyssa McInnes, Jade Walsh, Chase Chapman, Drew Lloyd, James Herning, Craig Ortiz, Brendan Wilson, Jackson Overton, Matthew Holden, Viena Tinao and Samantha Mendoza

After we held our school cross country event we had 48 students represent the school at district level. On the day of the Mt Druitt District Cross Country we had some outstanding results and as a school we finished sixth overall. We had 8 students finish in the top 10 at district level and 5 students went on to represent Mt Druitt District at the Sydney West Regional Cross Country Carnival.

These students were:

Dylan Curmi, Byron Pochodyla, Michael Carling, Zane Catlett and Rheece Vassallo

After a successful school athletic carnival our school had 44 students compete at the Mt Druitt Carnival. Our school performed very well and had a number of students selected to compete at the Sydney West Carnival. Mirae Hemi also qualified to compete at the NSW State Athletics Carnival for Shot Put. This was the second year that Mirae had qualified for state athletics, a great achievement.

The School Athletics Age Champions for 2012 were:

Junior Girls - Angelica Gonzales
Junior Boys – Rheece Vassallo
11 years Girls – Judah Vassallo
11 years boys – Paris Tirados
Senior Girls – Mirae Staal
Senior Boys – Stephen Crichton
PSSA

This year has been another successful year for our students on the sporting fields with a number of students being selected to represent the Mt Druitt District in their chosen sports and being selected to represent the Sydney West Region in Regional Carnivals.

In Winter PSSA our school entered a total of 10 teams in Netball, Touch Football and Soccer. We had the Senior A Soccer and the Senior A Netball teams make it through to the Grand Finals. Unfortunately neither team had a victory with the Soccer team going down to a very strong Minchinbury Team and the Netball team only going down by 1 point in a great game.

Our school entered 10 teams to compete during Summer PSSA in 2011 in Newcombe Ball, Volleyball, Cricket, AFL and Softball. We had the Junior and Senior AFL teams both make it to the Grand Finals. Both teams played Hebersham and we were unlucky in both games.

We had many Sports Stars selected in the Mt Druitt District representative teams this year. Congratulations to the following students for their achievements:

- Soccer - Jackson Overton, Lilly Thomas, Jasmine Thomas and Paris Staal
- Rugby League - Chase Chapman and Michael Carling
- Touch Football - Chase Chapman
- Netball - Mirae Hemi
- Softball - Byron Lloyd, Drew Lloyd, Chase Chapman and Monique Powell
- AFL - Chase Chapman

Mirae Hemi was also selected to represent the NSW PSSA in Netball and Chase Chapman was selected in Sydney West Team for Rugby League, AFL and trialled for the Sydney West Rugby League Team.

Well done to all of the sport stars who made representative teams.

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.

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

In 2012 impressive results were achieved in some areas of the National Assessment Program

Reading – NAPLAN Year 3

In 2012 74 Year 3 students completed the NAPLAN reading test. There was an increase from 24.4% in 2011 to 45.9% in the number of students achieving Band 5 (27%) and Band 6 (18.9%). There was a 5.4% decrease in the number of students achieving Band 1 and Band 2. 6% more students than State were able to infer the likely reason a character was admired. Students need further work on interpreting the use of symbols in an information text.
Girls performed better than boys, with 73% of girls achieving in Bands 4 or higher. Students performed well in questions where they were asked to identify errors in one syllable words, yet had difficulty identifying and correcting spelling errors in two and three syllable words.

**Writing – NAPLAN Year 3**

The results of the Year 3 NAPLAN writing test were extremely pleasing with 63.9% achieving Band 5 (45.8%) or Band 6 (18.1%). Our school outperformed both State and Similar School Group (SSG) in these Bands. There was a significant increase in the percentage of students achieving Band 6 from 2% in 2011 to 18% in 2012.

75% of the Year 3 students demonstrated an awareness of the organisational structure of a persuasive text. In 2013 more attention needs to be directed towards sustaining the persuasive devices of modality, emotive language and authoritative language in the texts written by the students.

**Spelling – NAPLAN Year 3**

This year, 72 students completed the Spelling section of the NAPLAN test. In 2012, we had an increase of students in Band 6 by 3.4%. There was a decrease in Bands 1 and 2 by approximately 2%. This year 72 students completed the Grammar and Punctuation section of the NAPLAN test. In 2012, there was a 7.2% increase in the number of students achieving Band 4 or higher. Students did well in questions asking them to identify correct sentence punctuation. Students need to further develop their ability to identify singular nouns in a list of irregular plurals.

**Numeracy – NAPLAN Year 3**

This year 74 students from Year 3 completed the NAPLAN Numeracy Test with 63% of those students achieving in the top three bands.
This year has shown a 12% increase, from 2011, in the number of students achieving Band 4, Band 5 and Band 6. There has also been a decrease in the number of student achieving Band 1 and Band 2.

Our Year 3 students, boys in particular, had difficulty with questions that required them to determine the correct process to use when solving a word problem. Students found it difficult to choose between addition and subtraction as a process to get the correct answer for a problem. Our students, again boys in particular, also struggled when asked to identify common 2D shapes in a drawing.

Although our students had difficulties with some aspects of the Numeracy test there were areas where they performed better than both State and Western Sydney Region. Our students performed well when asked to complete 2 digit subtraction as well as convert analog time to digital time. Our students, boys in particular, outperformed State and Western Sydney Region when asked to use multiplication to solve a multi-step problem and identify a symmetrical shape.

Reading – NAPLAN Year 5

This year 79 Year 5 students completed the NAPLAN Reading test with 42% of students placing in the highest three Bands, which is a significant increase from 2011.

There was an increase from 6% to 19% in Band 7 and from 0% to 2.5% in the highest Band this year. There was also a substantial improvement in Band 6, with 20% of students in this Band, compared to 11% in 2011. In 2012 we had 34% less students in the lowest three Bands.

Students had the most difficulty with questions regarding ‘making an inference’ and locating the ‘main idea’ of imaginative texts, whilst they outperformed State when answering questions based on ‘factual texts’ and ‘argument texts’.

Writing – NAPLAN Year 5

In Year 5 NAPLAN Writing, 66% scored Band 5 or above. There was a pleasing increase in the number of students achieving Band 8, from 1% in 2011 to 8% in 2012. 78% of students were able to successfully use pronouns and conjunctions. Learning about how the selection of words that are used in persuasive text can influence and convince the reader to their point of view is an area for development in 2013.

Spelling – NAPLAN Year 5

This year 80 students sat for the Spelling section of the NAPLAN test. There was an increase of students in Bands 6, 7 and 8: an increase of 6.3%

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Percentage in bands: Year 5 Writing

Percentage in bands: Year 5 Reading

Percentage in bands: Year 3 Numeracy
in Band 6; 6.3% in Band 7 and an increase of 8.8% in Band 8. 61.1% of boys achieved Band 6 or above. 65.9% of girls achieved Band 6 or higher.

Grammar and Punctuation – NAPLAN Year 5
In the Grammar and Punctuation section of NAPLAN, 80 students completed the test. There was an increase of 4.8% in the number of students achieving Bands 5 or higher. Students did well when asked to identify describing adverbs in a complex sentence. Students need to develop their ability to choose a suitable word to correctly complete a complex sentence.

Numeracy – NAPLAN Year 5
This year 79 students from Year 5 completed the NAPLAN Numeracy test with 45% achieving Band 6 or higher, showing a great improvement in the numbers of students in the top three bands for Numeracy.

Whilst numbers in the bottom band have unfortunately risen somewhat, there was a significant decrease in the numbers of students in Bands 4 and 5, as they moved into the higher Bands.

Our Year 5 students did particularly well when answering questions relating to Patterns and Algebra where they were required to interpret rules and find the missing numbers, however, they had difficulty interpreting word problems in a variety of different ways. The areas of 2D space and Mass also caused problems for our Year 5 students, as did multiplication questions.

Although Year 5 students had difficulty in a number of areas of Numeracy, when answering questions related to 3D Space or Position, our students answered more questions correctly and in some cases, out-performed State and the Western Sydney Region. An example where our students achieved significantly higher than State, was where they were asked to determine that a triangular prism is made from five given shapes.

Progress in reading
The growth of the girls was almost equal to that of the State (76.4% compared to 77% for State) whilst unfortunately the boys’ growth was significantly lower than that of the State.
Progress in numeracy and literacy

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

#### Camps

In 2013 Stage 3 students were given the opportunity to participate in a three day, two night camp. This year, 44 Year 5 and 45 Year 6 students travelled to Lake Burrendong Sport and Recreation Camp, located in Wellington, approximately 1 hour from Orange. Students were involved in a wide range of activities including kayaking, rock climbing, archery, grass skiing, volleyball, tennis, cricket, football and table tennis. All students showed exemplary behaviour and took advantage of all opportunities provided to them.

In 2012 Stage 2 students participated in an overnight excursion to Taronga Zoo. The day began with a bus trip to Sydney and an observation walk through the Botanic Gardens. Students also had a chance to walk around the Opera House and climb the steps of the Harbour Bridge Pylon to visit the Museum. After a ferry ride to Manly a bus took the students to the evening destination-Taronga Zoo. Waking up in a room that overlooked the monkeys was a really exciting start to the second day. After a behind-the-scenes tour of the gorillas and lions, all groups were free to explore the zoo. After an exhausting day of visiting all the exhibits at the zoo, students were pleased to sit and relax on the bus for the journey back to school.
Aboriginal education

In 2012, Rooty Hill Public School continued to be a part of the National Dare To Lead Coalition. In partnership with families and community we commit ourselves to improvements in the quality of education outcomes of our Aboriginal and Torres Strait Islander students. We also continued to be committed to the Aboriginal Education and Training Policy. The goal of the policy 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 the 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.

Multicultural education

Our teaching and learning programs promote respect and understanding of all different cultures. Our school acknowledges our diverse multicultural population in many different ways.

Staff, students and the wider community are encouraged to share knowledge of their cultures and customs developing self-esteem and a sense of pride.

We have 427 families at our school who come from 47 different cultural backgrounds. Many of our families originate from the Philippines, Fiji and New Zealand. 322 students are identified as having a language background other than English. Of these students 295 have been identified as requiring support and all receive assistance from a specialist teacher.

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

Progress on 2012 targets

Target 1 - Literacy

- Increase the percentage of Year 3 students achieving proficiency in reading from 29.6% (3 year average) to 34.6% in 2012
- Increase the percentage of Year 5 students achieving proficiency in reading from 10% (3 year average) to 15% in 2012
- Increase the percentage of Year 7 students achieving proficiency in Reading from 13.5% (3 year average) to 18.5% in 2012

Our achievements include:

- 42.7% of Year 3 students achieving proficiency in reading
• 21.5% of Year 5 students achieving proficiency in reading
• 24.8% of Year 7 students achieving proficiency in reading

**Target 2 - Numeracy**

• Increase the percentage of Year 3 students achieving proficiency in numeracy from 28% (3 year average) to 32.1% in 2012
• Increase the percentage of Year 5 students achieving proficiency in numeracy from 11.4% (3 year average) to 16.5%
• Increase the percentage of Year 7 students achieving proficiency in numeracy from 9.8% (3 year average) to 16.5% in 2012

Our achievements include:

• A 0.4% increase in the number of Year 3 students achieving proficiency in numeracy
• 15.2% of Year 5 students achieving proficiency in numeracy

**Target 3 – National Curriculum**

• All staff utilise available resources for pre-implementation background information.

Our achievements include:

• Professional learning sessions conducted across the ‘Learning Neighbourhood’ to familiarise staff with the English and History draft documents
• All staff are aware of the implementation timeline

**Target 4 – Student Welfare**

• Decrease the percentage of students placed on Level 1 of the school discipline policy from 10.5% (2011) to 9.1% (2012)
• Decrease the percentage of students placed on Level 2 of the school discipline policy from 4.9% (2011) to 4% (2012)
• Decrease the percentage of students placed on Level 3 of the school discipline policy from 1.3% (2011) to 0.7% (2012)

Our achievements include:

• A decrease in the percentage of students placed on Level 1 from 10.5% to 8.29%
• A decrease in the percentage of students placed on Level 2 from 4.9% to 3.55%
• Establishment of a lunchtime ‘Lego/Games Club’ to develop the social skills of identified students

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the curriculum area of Personal Development, Health and Physical Education (PD/H/PE) and school culture.

**Curriculum**

**Background**

This year at Rooty Hill Public School we have implemented a new Personal Development, Health and Physical Education (PDHPE) program which takes place across Kindergarten to Year 6 during the Release from Face-To-Face time for classroom teachers.

We began to implement the program in 2012 to coincide with an incentive by the NSW Government called Live Life Well At School. The aim of the program and our school PDHPE program is to give students the opportunity to participate in more physical activity, develop their own fundamental movement skills, learn about a variety of different sports and skills and to learn more about their own personal health choices.
Findings and Conclusions

We conducted a survey across the school after implementing the PDHPE program this year, and the responses have been very positive from both students and parents.

Some of the results from the survey are below:

- 65% of parents strongly agreed that PDHPE is an important subject for students at school.
- 96% of parents strongly agreed or agreed that their child/children have developed a better understanding of their own personal health choices and healthy lifestyles.
- 80% of parents believe that learning about health and personal development is important.
- 17% of parents felt that there needed be more information in the school reports about their child’s progress in physical education.
- 90% of students said that they enjoyed participating in PDHPE lessons at school.
- 95% of students believe that it is important to participate in physical activity every day.
- 92% of students agreed that they have learnt about making healthier food choices.

Future Direction

The successful implementation of the PDHPE program this year has been seen by students, parents and teachers have seen as a positive initiative in our school.

We will continue with the PDHPE program in 2013 and continue to focus on healthy lifestyles and promoting the importance of physical activity and choosing to eat healthy foods. PDHPE lessons will continue to promote to students the benefits from living an active lifestyle as well as continuing to develop their fundamental movement skills and also focus on developing their skills in participating in a variety of physical activities during these lessons.

School Culture

Background

The school-wide review of culture was undertaken in 2012.

Findings

- 97% of respondent families believe teachers provide a stimulating learning environment
- 100% of families find school staff approachable and willing to discuss the progress of their children
- 100% of staff believe that the school encourages students to achieve their best.
- 97% of parents agree that the school knows about the families and community it serves.
- 94% of students strongly agree that the school recognises and celebrates achievement.

Future Direction

Continue to acknowledge student achievement through assemblies, rewards, presentations, morning teas and acknowledgements in newsletters

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of parents returning the survey believe the school has clear goals and a positive school identity
- 99% of students believe the school is a safe secure place
- The majority of staff, parents and students strongly agree that the school and its community recognise, value and support the
contribution of new members to the culture of the school. New families and students are made to feel welcome.

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 literacy and to support student welfare were the most significant areas of expenditure.

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

2013 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- New staff trained in Focus on Reading Phase 1 – Comprehension
- ‘Super Six’ comprehension strategies explicitly taught in classrooms
- Reflection and sharing staff meetings held each term.

- Classroom observations to view literacy sessions
- Focus on Reading Phase 2 completed for those who completed Phase 1 in 2012
- Consistency of teacher judgement (CTJ) professional learning for plotting students on the Literacy Continuum in Comprehension, Vocabulary and Reading Texts

School priority 2 - Numeracy
Outcome for 2012–2014
Increased proportion of Year 3 and Year 5 students achieving proficiency in NAPLAN Numeracy.

2013 Targets to achieve this outcome include:

- 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%.

Strategies to achieve these targets include:

- Analysis of NAPLAN data to create learning plans for identified students
- Create Personalised Learning Plans (PLPs) for all Aboriginal students
- Team meetings devoted to sharing and reflecting on TEN/ ‘Counting On’ data and lesson content
- Classroom observations to observe TEN/ ‘Counting On’ practice
School priority 3 – National Curriculum

Outcome for 2012–2014

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

Strategies to achieve these targets include:

- Adapt and use online professional learning modules and teaching and learning resources to develop teachers’ ability to use the new syllabuses to meet the needs of their students.
- Provide opportunities for staff and parents to understand the purpose, benefits and curriculum development process.
- Develop teachers’ understanding of the new NSW syllabuses and key similarities and differences with current NSW syllabuses.
- Skill teachers to use the digital functionality and linked digital materials of the new NSW syllabuses.
- Implement quality programming, teaching and assessment and reporting of the new syllabuses, and report on progress.

School priority 4 – Student Welfare

Outcome for 2012–2014

Effective implementation of the Positive Behaviour for Learning Program.

2013 Targets to achieve this outcome include:

- 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% (yr average) to 15.5%

Strategies to achieve these targets include:

- Develop an attendance policy
- Monitor the attendance of students on a weekly basis
- Designated teacher to contact parents
- Develop a series of incentives for punctuality
- Investigate electronic recording of absences

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.

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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: