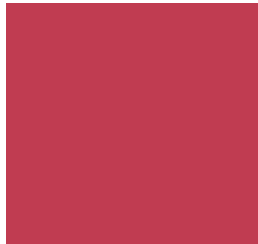


# 2010 Annual School Report Rowland Hassall School

NSW Public Schools – Leading the way



## Our school at a glance

### Students

Rowland Hassall School provides quality education to give students the potential to become responsible and independent citizens. There are currently 35 students enrolled in the school. The school provides individualised learning programs for students with a mild intellectual disability and an emotional disturbance or behaviour disorder. There is a culture of mutual respect created by students and staff at the school.



### Staff

There is one teacher and one school learning support officer (SLSO) for every seven students. There is a non-teaching Principal and three Assistant Principals, as well as a school counsellor and transition teacher.

### Significant programs and initiatives

#### PSP

Rowland Hassall School is part of the Priority School Program (PSP). Through this program we have developed eight new units of work for Literacy. We have also run successful parent forums, digital animation workshops, and established a procedure for baseline assessment and monitoring progress in Literacy and Numeracy.

### Messages

#### Principal's message

2010 has been a very successful year for Rowland Hassall School. There has been a strong focus on learning in Literacy and Numeracy. Students have made good gains in both Literacy and Numeracy. We have created a better learning and social environment by upgrading the hall, the social interaction room and three classrooms. Through the *Year of Learning for Sustainability* initiative, we have installed a 10,000 litre water tank and three 'no dig' gardens

that produce vegetables and herbs for use in our cooking programs. Throughout the year, all high school classes have participated in a comprehensive community access program where students have used facilities in and around Parramatta. During our vocational education program, students have gained work experience in hospitality, retail and automotive industries. Another focus has been to expand the recreation programs held within the school. Through the purchase and use of mountain bikes and scooters, students have been able to get exercise and learn about road safety. Our in-school swimming program was also expanded. It has been a pleasure to be the Principal of Rowland Hassall School this year and I was particularly proud of the school and our community on the first family fun night held in October. It was great to see everyone getting involved and having fun. I look forward to 2011.

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.



**Mercedes Wilkinson**

### Parent Forum Message

Whilst there is no formal P & C during Semester 2, the school held ten parent forums that were very successful. Parents and carers who participated then volunteered to undertake to become more involved in the school. These parents have run two canteen days in Term 4 and have initiated a second hand clothing pool. In 2011 the parents will be working with the Principal to update the school *Welcome Pack* for new students and their families. We also want to expand our newly established clothing pool and continue to run the healthy school canteen twice a term.

**Lorraine Kuschert and Roxolana Michelow**

### Student representative's message

Well done to everybody who worked so hard. We have done lots of exciting projects and taken part in many sporting activities. We would like to farewell Year 12 students and some teachers and wish them the best of luck in the future. We are looking forward to meeting new students and more SRC fundraisers. We will continue to do sport with Niland and Coreen schools next year.

I have enjoyed being school captain and looking after the school for a whole year. I wish the next School Captain the best of luck.



Joshua

## 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.

#### Year 10 students undertaking vocational or trade training

In 2010, 100% of the Year 10 students successfully completed the Lifeskills School Certificate.

#### Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010, 100% of the Year 12 students successfully completed the Life Skills Higher School Certificate.

### Staff information

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

There is one teacher and one school learning support officer (SLSO) for every seven students. There is a non-teaching Principal and three Assistant Principals, as well as a number of support staff including the school counsellor and transition teacher. All teaching staff met the professional requirements for teaching in NSW public schools.

#### Staff establishment

Position	Number
SSP Non Teaching Principal	1
SSP Teaching Assistant Principals	3
SSP Teacher Emotional Disabilities	4
SSP Secondary Specialist Teacher	1
SSP Teacher RFF	0.672
SSP Priority School Funding Scheme	0.1
SSP Teacher Librarian	0.4
SSP Careers Advisor	0.2
SSP District School Counsellor*	1
SSP Teacher Vocational Transition*	0.8
Itinerant Teacher Behaviour Disorders*	2
School Administrative & Support Staff	7.822
<b>Total</b>	<b>21.994</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Whilst the school does not currently employ any indigenous staff members in a permanent capacity, we have this year employed an indigenous staff member on a temporary contract and have employed a number of indigenous consultants to work within the school.

### Teacher qualifications

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

Qualifications	% of teaching staff
Degree or Diploma	100
Postgraduate	28

#### Staff retention

In 2010, 75% of permanent staff were retained.

### Financial summary

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

Date of financial summary:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	207814.08
Global funds	107126.17
Tied funds	63536.58
School & community sources	4674.99
Interest	10712.89
Trust receipts	5917.00
Canteen	0.00
<b>Total income</b>	<b>399781.71</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5083.98
Excursions	290.08
Extracurricular dissections	6685.54
Library	220.83
Training & development	0.00
Tied funds	46578.63
Casual relief teachers	37628.25
Administration & office	14358.51
School-operated canteen	0.00
Utilities	2042241.00
Maintenance	15806.73
Trust accounts	6148.00
Capital programs	6945.00
<b>Total expenditure</b>	<b>2181986.55</b>
<b>Balance carried forward</b>	<b>-1782204.84</b>

A full copy of the school's 2010 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 2010

### Student Academic Achievement in 2010

During 2010 staff at Rowland Hassall School focused on data-driven programming. Each student's reading was assessed at the beginning of each term using Reading Recovery levels. Students also completed SENA (Schedule Early Numeracy Assessment) testing. Each teacher individualised their student's program to reflect their individual areas of need.

### Progress in literacy

100% of our students improved their literacy skills.

On average students grew in reading ability by 4 Reading Recovery levels. Those students who were above Reading Recovery academic age were tested on speed and accuracy. Accuracy levels increased by as much as 15% in some cases and speed increased by an average of 7 words per minute.

Students were engaged in literacy through specialized units targeted at their ability level resulting in overall growth in all areas of literacy.

### Progress in numeracy

SENA testing results proved that many of our students have a firm understanding of numeral identification, number sentences and place value. There was also an increase in the number of students completing the SENA 2 compared with the 2009 results. This is a fantastic achievement for both the students and staff at Rowland Hassall School. Overall Rowland Hassall School has improved both in literacy and numeracy because of a formalised data-driven individual student-centered teaching and learning approach.

Student engagement in numeracy was also increased significantly due to the increased use of technology in numeracy.

## Significant programs and initiatives

### Aboriginal education

Local Aboriginal history was featured in units of work undertaken in all classes. As part of the work on the Bicentennial of Lachlan Macquarie, students explored the Parramatta River Walk which details the Aboriginal history of the Parramatta settlement.

One of our students, Mikey, gave the Welcome to Country at the NSW Special Schools Principals Conference this year. His school and family were very proud that Mikey contributed in this important way to the acknowledgement of Aboriginal ownership of the land.

During 2010 we have developed Personalised Learning Plans for Aboriginal students with the assistance of an indigenous School Learning Support Officer. The aim of the plans is to help Aboriginal students to achieve educational outcomes that match non-Aboriginal students.

On Monday 2nd May the whole school celebrated NAIDOC week. Students created a mural made of calico by painting their hands with earth tone paints and putting their hand prints on the mural to acknowledge their support for Aboriginal culture. The mural was displayed in the social interaction room for all to see. Student discussed and learned about Aboriginal culture and issues.

### Multicultural education

Multiculturalism was celebrated at Rowland Hassall School throughout 2010. Various learning experiences were enjoyed by the students including a trip around the world where students went to each classroom and tasted food from another country and were immersed in the culture of that country.



Many students were able to share their heritage with their peers and teachers. This was an invaluable learning experience for everyone involved as it provided a deeper understanding of the community of which we are a part.

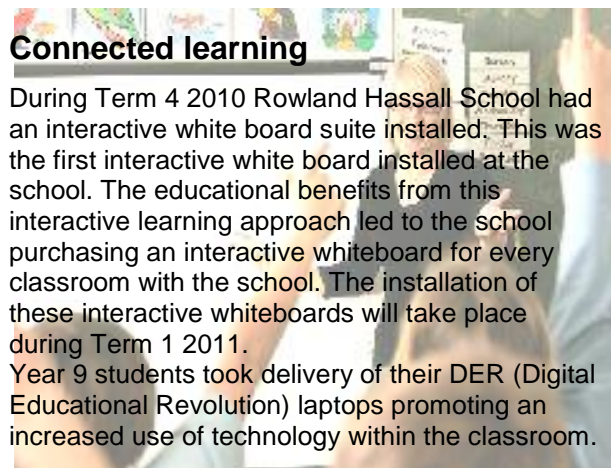
### Respect and responsibility

During 2010 Rowland Hassall School had a strong Positive Behaviour for Learning approach to education. Students and teachers have embraced the goal of our students becoming Safe, Respectful Learners and this has formed part of the Rowland Hassall School ethos over the past three years. The message that all students take from this is that being safe and respectful will assist you in becoming a diligent learner.

Our Peer Support program was a focus in Terms 2 and 3. Our students were broken up into several small groups where Anti-Bullying was the focus of peer support. This program proved very successful in teaching students various strategies



to prevent bullying and methods for coping; and getting assistance when they have been bullied. In order to increase parental participation within the school community and promote a mutual respect for parents, staff and students a parenting workshop was run by Mrs Wilkinson and Miss Van Seville. This program was successful in not only building respect but also raising awareness of the staff about parents' expectations of the school; and parents became aware of their responsibilities as parents within the school community. The participants enjoyed the program so much that they have asked Mrs Wilkinson that it be held again in 2011.



### **Connected learning**

During Term 4 2010 Rowland Hassall School had an interactive white board suite installed. This was the first interactive white board installed at the school. The educational benefits from this interactive learning approach led to the school purchasing an interactive whiteboard for every classroom with the school. The installation of these interactive whiteboards will take place during Term 1 2011.

Year 9 students took delivery of their DER (Digital Educational Revolution) laptops promoting an increased use of technology within the classroom.

### **Vocational Education Program**

Rowland Hassall School provided opportunities for all students who were of work experience age to participate in work experience programs. Because of the diverse needs of our students there were many programs run to suit the ability levels of each student. The programs include VET courses, independent work experience, group work experience, in school work experience and post school options.

Independent work placements included Heartland Holden and Bunnings. Thank you to these places for their support in 2010 and we look forward to their continued support throughout 2011.

Group work experience saw a group of eight students travelling with a teacher and a SLSO each Wednesday to Merrylands shopping centre, where students worked at K-Mart. Once again we thank these businesses for their ongoing support. In-school work experience gave the students who were in their first year of work experience a chance to familiarize themselves with expectations of them within the workplace. These students will go onto group work experience in 2011.

Other students attended VET courses either at other schools or local TAFE colleges. These students gained a qualification related to a specific industry.



### **Environmental Education for Sustainability**

2010 being the Year Of Learning For Sustainability (YOL4S) and in keeping with our school motto of nurturing good citizens, we have been trying to empower our students with the knowledge and skills necessary to maintain and promote a sustainable lifestyle. Sustainable development is the development that meets the need of the present without compromising the needs of the future generations. In order to understand sustainability, at school we have looked into some important environmental issues such as the need to save water, energy and natural vegetation and support biodiversity. Our students have been practising recycling and are now more aware of Reducing Reusing and Recycling. We have worked with waste management company *Cleanaway* to promote better understanding of the choices that we make. We have also established a herb garden to promote knowledge, skills and participation amongst our students.

### **School Swimming Carnival**

The carnival was held in March 2010 at nearby Macarthur Girls High. Students were divided into our 3 school House Groups. Each house had a mixture of both ages and abilities which helped ensure the carnival was both exciting and challenging for all. The chants for Bottlebrush, Wattle and Bluegum resounded round the pool at every opportunity.

Students were encouraged to swim either length or width races, and the non swimmers participated in a range of novelty events like the noodle race, cork scramble and kickboard races.

### **Premiers Reading Challenge**

Once again over 80% of our school participated in the Premier's Reading Challenge (PRC). Many of our students achieving a gold certificate (for four years continuous participation) and one student is on his way to a school medal if he continues to do the challenge. Books read as part of the weekly Library lesson made it easier for all students to take part in the challenge.

Students eagerly borrowed PRC books throughout the year both from our own school library as well as from Parramatta Library. Some students used their weekly Community Access excursions to supplement their books and so complete their own challenge ahead of time.

The Premier's Reading Challenge encourages all students to read and so develop a love of books and learning which can extend beyond their school life and into adulthood.

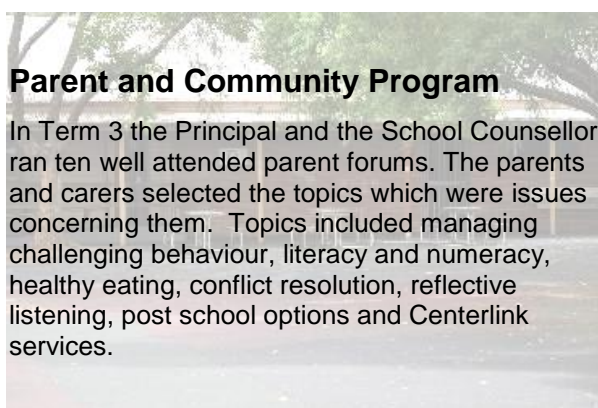
This year some classes were responsible for entering their own books into the online website (just as their peers/siblings would do at their high school). Our students were very keen to control of their own records and to watch as they approached the last few books.

We look forward to the 2011 Challenge.

## Checkers Club

Popularity of this new activity saw the demise of the Chess Club. A few of the talented chess players left our school at the end of last year and still come along and to practice their game.

A leader board for Checkers clearly shows the current leader. It is prominently placed to encourage friendly rivalry and competition. Students battle it out, many showing considerable skill in maneuvering their pieces around the board. Older, more experienced players often help encourage and teach the younger students. It is great to see the high level of cooperation and socializing, students get the opportunity to mix with students with whom they may otherwise not have contact. A 2010 School Champion will be announced at the end of Year Presentation Day.



## Parent and Community Program

In Term 3 the Principal and the School Counsellor ran ten well attended parent forums. The parents and carers selected the topics which were issues concerning them. Topics included managing challenging behaviour, literacy and numeracy, healthy eating, conflict resolution, reflective listening, post school options and Centerlink services.

## Progress on 2010 targets

### Target 1

**50% of students will have achieved further conceptual development at their current stage of achievement in Mathematics by the end of 2010.**

*Our achievements include:*

The number of students completing the SENA 2 test increased.

All teaching staff completed professional learning in 'Count Me In Too'.

Student engagement in Mathematics increased.

### Target 2

**50% of students will have achieved further conceptual development at their current stage of achievement in Literacy by the end of 2010.**

*Our achievements include:*

100% of students increased their literacy results. Students increased their reading level by an average of four reading recovery levels.

Senior students actively engaged in units of work 'Cinderella Man' and 'Romeo and Juliet' as part of a scope and sequence of eight new units of work written by staff.

Parents participated in a forum to demonstrate how students learn literacy skills.

### Target 3

**Increase in on task behaviour by 10% for those students who are currently off task for more than 25% of the time.**

*Our achievements include:*

The average on task behaviour for students during 2010 was 81%. This was an overall increase of 7% from 2008 to 2010.

61% of all students were on task for more than 81% of the time. Some students achieved 95% engagement.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Management and Technology.

## Educational and management practice

### School Management

#### Background

In 2010 the school sought the opinions of parents, students and teachers about the ways in which Rowland Hassall School is managed. A questionnaire was given to all stakeholders to address issues such as improving students' performance and effective communication.

#### Findings and conclusions

94-100% of people said that the school is continually looking for ways to improve its performance.

A majority of students and parents believe that the school is well organised and managed.

Staff indicated an ongoing need to improve effective communication, while parents and

students ranked current school communication highly.

The survey indicated that students and teachers believe that the school cares about the students and the discipline is fair. However it is noted that while 62% of parents believe that this almost always occurs, 33% of parents indicated that this only usually occurs.

### **Future directions**

We want to strengthen the partnership between school and home, and build on our already strong partnerships. In relation to meeting the educational needs of the students and providing care and fair discipline, we will continue to strengthen our collaborative work with parents and carers.

## **Curriculum**

### **Technology**

#### **Background**

At the start of 2010 technology was not a major focus of the curriculum and the infrastructure and hardware was not available.

#### **Findings and conclusions**

Throughout 2010 we have made technology a focus by purchasing a class set of laptops and timetabling these to be accessed by all classes. Students are now using technology on a daily basis as a learning tool.

86-88% of students, parents and teachers indicated that the school is continually looking for ways to improve technology within the classroom.

92% of students indicated that they enjoyed using technology at school.

#### **Future directions**

In 2011 interactive white boards will be purchased for all classrooms. This planned expenditure will enable all students to have access to technology across all Key Learning Areas. Staff will undertake ongoing professional development to ensure best use of the technology for students' learning.

## **Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

88% of students agreed that their school is a place where they really like to go each day, while 77% indicated that learning is fun.

A majority of students believe that what they learn will be useful when they leave school.

95% of parents indicated that almost always/usually, the educational needs of the students are met by the school.

The majority of teachers believe that professional development is planned, systematic and effective; and the school makes major changes from time to time to improve what it does.

## **Professional learning**

Throughout 2010 all staff were involved in substantial professional learning. This included school development days, weekly staff training meetings, team and stage meetings and special initiatives to support the schools management plan and targets.

A total of \$9424.20 was expended from the Teacher Professional Learning tied grant. In addition some professional learning was undertaken at no cost to the school, through the use of DET consultants and courses.

## **School development 2009 – 2011**

The school plan developed in 2008 for the three years 2009-2011 reflected the main anticipated learning outcomes for students at Rowland Hassall School. The plan is to improve the delivery of education to students in the three critical areas of Literacy, Numeracy and student engagement.



## **Targets for 2011**

### **Target 1**

**50% of students will have achieved their current stage in Literacy by the end of 2011 based on in school assessment**

*Strategies to achieve this target include:*

Train all class staff in how to complete running records in reading.

Implement consistent school programming in literacy.

*Our success will be measured by:*

Staff using running records to develop individual reading programs for students.

Consistent school programming maintaining a focus on student learning.



## Target 2

**50% of students will have achieved their current stage in Numeracy by the end of 2011 based on in school assessment**

*Strategies to achieve this target include:*

Implement consistent school programming in Numeracy.

Participate in the Making Cents program.

All staff use appropriate assessment procedures to ensure consistency across the school.

*Our success will be measured by:*

Staff will use consistent programming in Numeracy as evidenced in their programs.

Teachers, students and the parent community participate in the Making Cents program leading to students having improved financial literacy skills and being able to apply these skills in everyday life.

Staff using appropriate assessment procedures consistently across the school.

## Target 3

**An increase in on task behavior by 5% for those students who are currently off task for more that 25% of the time.**

*Strategies to achieve this target include:*

Deliver parent forums on areas identified by parents.

Involve parents in rewriting the school welcome package for new families.

Ensure appropriate access to ICT hardware for all students.

*Our success will be measured by:*

Increase parent and community understanding of the curriculum as well as involvement in the school.

The school welcome package for new families is updated.

Interactive whiteboards are installed and used in all classrooms.

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 Mercedes Wilkinson - Principal

Mrs Renee Culgan - Assistant Principal

Mrs Katherine Muller - Class Teacher

Mrs Lorraine Kuchert - Parent

## School contact information

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School Code: 5411

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:

<http://www.schools.nsw.edu.au/asr>

## About this report