Students at Rouse Hill High School are dynamic, accountable, resilient and engaged learners.
Our school at a glance – a brief overview of Rouse Hill HS

Rouse Hill High School is a coeducational comprehensive secondary school located in the rapidly growing northwest area of Sydney. The school opened in 2009 with Years 7 and 8. Our first Year 12 cohort will commence in 2013.

The school was built as part of the public private partnership program whereby the school must be maintained at its current standard for the next 30 years.

Messages

Principal's message

It is a great honour to present the first Annual School Report (ASR) for Rouse Hill High School. I am extremely proud of what our students, staff and school community has achieved in 2009. It was a year of many ‘firsts’, many challenges and a great number of successes. We started many traditions and have set the building blocks in place to develop a culture that builds on foundations and encourages students to be innovative in their work.

At Rouse Hill High School, we encourage our learners to live up to the ‘daRe’ motto: Students at Rouse Hill are dynamic, accountable, resilient and engaged learners. We encourage students to strive for maximum personal growth both within and outside the classroom.

The Annual School Report (ASR) provides a major source of information for our school community to learn more about the wonderful achievements of our students.

Our ASR shows that, in 2009, a variety of school initiatives enhanced the life and leadership skills of individual students. We provided opportunities to not only grow personally, but to also have a positive influence over the growth of other students.

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.

Kim Chapman

P&C message

I would like to sincerely thank the 2009 P&C Executive Committee, without their support and dedication the outcomes of our P&C would not have been anywhere near as successful.

As a newly formed P&C for the long awaited Rouse Hill High School, 2009 was a year of many firsts. For many of our executive this was the first time they had been involved in an office position of a P&C Association, however I am pleased to say we have recorded a number of successes and am proud of the achievements we have made to date. These achievements included:

- welcome BBQ for 2010 Year 7 students;
- traffic committee establishment. Achievements include: No parking instead of No Stopping signs installed; additional exit from the Bruce Purser Carpark; bus services being reviewed; and, footpaths requirements being reviewed by Hills Shire Council;
- fundraising committee establishment with events including: Dare to Scare disco; pizza day; and inaugural pavers with family names.

The P&C has been supported by a dedicated group of parents who have attended each meeting and provided valuable input towards the objectives of the P&C. In 2010 the P&C will focus its efforts on:

- raising funds for air conditioning;
- raising public awareness of traffic conditions and safe access for our students; and
- providing a series of events that offer opportunities to socialise with other parents and teachers within the school.

Terri Henry

Student representative’s message

In 2009, forty-five students from Year 7 and 8 were elected as the Rouse Hill High School leadership team. There were many leadership opportunities available with a variety of roles
including Student Representative Council, class captains, school ambassadors, senior executive and house captains.

Leadership students were involved in many activities throughout the year. These included:

- official opening of the school;
- leadership forum with partner primary school leadership students;
- Hills Youth Forum;
- Jeans for Genes day;
- Year 6 transition and orientation days;
- information sessions for Year 6 students at their primary schools; and
- hosting school assemblies.

The school shows pride in its leaders and enthusiastically promotes leadership opportunities. Leadership is one of the best things at Rouse Hill High School.

Tegan Flaherty and Ben Acland

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

Rouse Hill High School opened in 2009 with 180 students. Year 7 student numbers totalled 118 whilst Year 8 had 62 students. The cohort consisted of 88 girls and 92 boys.

Student attendance profile

Attendance rates for Year 7 and 8 students were well above state and regional averages.

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>93.7</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>93.9</td>
</tr>
<tr>
<td>Region</td>
<td>7</td>
<td>92.2</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>89.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>89.6</td>
</tr>
<tr>
<td>State</td>
<td>7</td>
<td>92.3</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>89.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student non-attendance is managed by parent contact (phone calls and letters) for unexplained absences and lateness. Monitoring of student attendance occurs regularly, facilitating ongoing communication between staff, parents and students. Where required, attendance plans are developed for individual students.

Staff information

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

During 2009, Rouse Hill High School had one teacher on maternity leave, one teacher resigned and two teachers were on long term leave. The School Administration Manager took promotion with the position being filled in semester two.

No staff identified as having an Indigenous background.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>4.98</td>
</tr>
<tr>
<td>Total</td>
<td>22.63</td>
</tr>
</tbody>
</table>

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>71</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>29</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>296 051.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>294 615.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70 613.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>271 978.67</td>
</tr>
<tr>
<td>Interest</td>
<td>8 291.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 375.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>943 925.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>41 828.73</td>
</tr>
<tr>
<td>Excursions</td>
<td>1 627.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>28 827.29</td>
</tr>
<tr>
<td>Library</td>
<td>42 042.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>653.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35 109.58</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>24 180.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>421 860.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8 782.78</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7 158.37</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>703.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>152 695.59</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>765 470.10</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>178 455.55</td>
</tr>
</tbody>
</table>

The establishment grant provided to new schools is required to last for at least five years to provide for resources for the introduction of senior subjects and electives.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P & C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Ensemble program
The Rouse Hill High School Ensemble program formally began in term two of 2009. This began after a long consultation process to explore the various highly successful ensemble programs operating in public and private schools. An information session for Rouse Hill students was provided with a stimulus performance by Inaburra High School. Students then participated in an instrument trial day that allowed students to try a brass or woodwind instrument.

Group tuition and rehearsals followed with the formation of three ensembles, the Training Band, Vocal Ensemble and Guitar Ensemble.

The Vocal Ensemble, Guitar Ensemble and Training Band have all performed at formal assemblies during 2009. The Vocal Ensemble and members of the Guitar Ensemble also represented Rouse Hill High School at the Western Sydney Regional Music Festival. The growing interest in the ensembles and improving standard of performance highlight the success of the first year of the program.

Sport
Students represented their houses during sporting competitions. The house name and colours were selected from a competition. Four student entries were selected to develop our four houses – Walton, Irwin, Dunlop and Goolagong.

Students competed for their houses at the school swimming, athletics and cross country carnivals. Weekly sport was aligned with house competition with points available for achievement and sportsmanship.

The house trophy was awarded at the end of year Celebration Evening to Walton – our inaugural house champions.

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 the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7).
Literacy – NAPLAN Year 7

Students in Year 7 completed the NAPLAN assessment in May. The average scores for the components of the literacy assessment are shown below.

<table>
<thead>
<tr>
<th>2009 NAPLAN</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>540.9</td>
<td>535.0</td>
</tr>
<tr>
<td>Writing</td>
<td>528.4</td>
<td>520.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>548.0</td>
<td>543.6</td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>540.7</td>
<td>530.4</td>
</tr>
</tbody>
</table>

The figures show students performed consistently ahead of the state average. Students performed particularly well in the area of Grammar and punctuation. In the top three bands (9, 8 or 7), 51% of students were represented as compared to 37% statewide.

Progress in literacy

No average growth or improvement data is available. The data suggests the school needs to focus on moving students in bands 6, 7 and 8 up one band.

Numeracy – NAPLAN Year 7

In the top three bands (9, 8 or 7), 54% of Year 7 students are represented as compared to 49% statewide. Despite this result, Year 7 students achieved a slightly lower average mark when compared statewide.

<table>
<thead>
<tr>
<th>2009 NAPLAN</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Numeracy</td>
<td>537.5</td>
<td>541.2</td>
</tr>
</tbody>
</table>

Progress in numeracy

No average growth or improvement data is available. The data suggests the school needs to focus on moving students up to the next band.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.2</td>
</tr>
<tr>
<td>Writing</td>
<td>98.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>99.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.3</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2009 we established a tradition of acknowledging the traditional custodians of the land, the Dharug people, at every Formal Assembly. Year 7 and 8 students studied the mandatory Aboriginal Education Program as part of their HSIE subject and had Aboriginal education integrated across subject areas. There was also a particular focus at this year’s ANZAC Assembly on Aboriginal involvement in the Armed Services.

Multicultural education

Students at Rouse Hill became involved in the ABC ‘Knit-In’ in August. A group of students had been meeting in the library during recess and lunch breaks and taught how to knit by Ms Fildes, our Student Learning Support Officer and the ESL teacher, Mrs Sacilotto. They developed the skills to knit squares which were then sewn together to form a blanket. Students from an ESL class at Macarthur Girls High School spent a day with us sewing the squares together. There was a sense of achievement and pride in being able to help people from another country.

Respect and responsibility

Our values platform was developed through a comprehensive consultation process involving staff, students and our community. Staff input was achieved through a series of meetings and
discussions. Students were guided through a values selection process during small seminar meetings over a period of two weeks. Our community were invited to contribute via surveys and P&C meetings. Information and opinions from each of these sources were collated.

Our values platform was mapped to the DARE statement – developing dynamic, accountable, resilient and engaged students. The middle school focus areas were aligned to these four core values. Our focus areas include belonging, ethics, awareness, competence, appropriate risk taking, responsibility, relevance and engagement. Weekly timetabled seminars delivered to small groups of students have been developed to assist in our values education and in the delivery of our middle school pastoral care program. These values were further reinforced by speakers at year assemblies and activities at school camps.

The values also form the basis for our merit system in recognising and celebrating student achievement. Students require merits in all four core values to progress to the higher levels of recognition.

**Debating**

During the year students participated in the Western Sydney Regional Debating Competition hosted at Glenwood High School. The competition involved student's trialling for involvement in the debating team and participating in a number of training sessions about the art of debating. They then attended the gala day and were confronted with some very fierce competition from very experienced debaters arguing statements such as ‘Australia needs a new national image’. The students were a fine example of commitment and determination. This debating program will be expanded in 2010, with an in-school competition being established to cater for the large number of students interested and experienced in debating.

**Chinese links**

Students at Rouse Hill High have the opportunity to participate in the Western Sydney Regional Chinese program, resulting in our assignment of a sister school in Ningbo. This project allows us to develop strong links with teaching and learning in China through the deployment of Chinese volunteers who team teach within our classrooms. Over the last 12 months, we have had two volunteers who have assisted in the implementation of the Stage 4 Mandarin program and provided our students with valuable insight into the culture of the Chinese community. We look forward to further developing our languages program in conjunction with our learning community partner primary schools.

**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 2009 our school carried out developmental evaluations of student reports and curriculum structures.

**Educational and management practice – Student reports**

**Background**

The partnership between the school and parents in developing and maintaining a productive learning environment for students at Rouse Hill is enhanced by effective communication between home and school. One such method of communication is the reporting of student progress between the school and home.

**Findings and conclusions**

At Rouse Hill High we have been developing processes that allow for four reporting periods each year; one per term. In terms one and three, interim reports give parents and caregivers information on their child’s progress towards outcomes, homework and their productive use of class time. In terms two and four the subject reporting process gives further detail on the student’s performance in formal and informal assessments in each of the subjects studied. In stages 4 and 5 these include the performance against each outcome and a teacher comment.

A formal evaluation process occurred in the 2009 school year to gauge the effectiveness of these reports. The school community reported that the reports were ‘well written, easy to read and understand’, ‘simple presentation with enough information’. A range of responses, between 83-95%, agreed that the reports were professional, in plain English, easy to understand and provided enough information regarding their child’s progress.
Future directions
Review Stage 4 reports and identify essential features for Stage 5 & 6 reports.

Curriculum - structures

Background
Rouse Hill High School began by establishing a Stage 4 curriculum. The curriculum structure was planned in a community forum in an attempt to best address the learning requirements of all students.

Both Year 7 and Year 8 students study the core areas of English, Mathematics, Science, Human Society and its Environment, Physical Development/Health/Physical Education, Visual Arts and Technology. The Stage 4 curriculum also included Music, Computing Studies, Language (Mandarin), Library and Sport.

All students participated in a seminar period where they are given the opportunity to work in small groups to develop our DARE attributes of being dynamic, accountable, resilient and engaged learners.

Findings and conclusions

At the end of 2009, the Stage 4 curriculum structure was reviewed for 2010. Library was removed from the curriculum structure with the skills being taught within subject areas. It was also decided to semesterize some subjects like Visual Arts to enable consistent teacher time.

The curriculum structure for Stage 5 was developed in consultation with students, parents and staff. The courses offered for 2010 consisted of the mandatory curriculum areas, as well as a broad range of electives. Three elective lines were offered in Year 9 with two being 200 hour duration, one being 100 hours. The 100 hour course will be offered in Year 9 only, with an increased period allocation given to the mandatory areas of study in Year 10, in preparation for the 2011 School Certificate.

Elective lines were formed from student choice and cover such areas as drama, commerce, food technology, physical activity and sports science, industrial technology – timber and engineering, visual arts and information software technology.

Future directions

Stage 6 curriculum planning will begin in 2010 to allow for teacher development and resource allocation.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All members of the school community were provided with the opportunity to participate in a satisfaction survey around ‘learning’ at Rouse Hill High School.

There was a high correlation between parent, student and staff responses regarding whether Rouse Hill High is an interesting place to learn (between 73-93%). Again, there was high correlation between students, staff and parents regarding the statement that the school expected students to do their best and had high expectations.

An area for further investigation in 2010 surrounds the statement concerning communication between home and school. A mismatch in the perceptions of communication between teachers and parents and students was apparent.

Professional learning

During 2009, professional learning was a key component of developing a professional and accountable staff. As a new school, school priorities determined professional learning in 2009. These opportunities targeted school focus areas of quality teaching, curriculum differentiation, ICT, student wellbeing (anti-bullying, autism) and values development.

Professional learning occurred on school development days, staff meetings, faculty meetings and during specialised days. A variety of methods were used including expert speakers, utilising expert staff or sending staff to courses delivered off site. All of these activities signal Rouse Hill High as a dynamic learning community focused on professional growth.

School development 2009 – 2011

The school management plan covers the period 2009-2011, but is reviewed and updated each year. Its purpose is to confirm the priority areas for student improvement. It lists targets, strategies to be undertaken to achieve those targets, staff responsibilities, budget allocations and evaluation indicators. Our plan features the priority areas of:

- student engagement;
- quality teaching and learning;
- management systems; and
- school culture.

Each area contributes to the core goal of:
Students at Rouse Hill High School are dynamic, accountable, resilient and engaged learners.

**Targets for 2010**

**Target 1**

*To maintain and improve literacy and numeracy outcomes*

Strategies to achieve this target include:

- the provision of relevant professional learning activities focusing on Quality Teaching elements in classroom practice;
- increased use of ICT facilities; and
- development and implementation of school literacy and numeracy plans for whole school, faculty and individual teacher level.

Our success will be measured by:

- improved student learning outcomes, as evidenced through school based and external assessment and examination processes, particularly showing value-added performances above state average levels;
- reports confirming students are performing and achieving to the best of their ability;
- positive staff evaluations of professional learning activities; and
- achieving above state average for achievement in band 9 in literacy and numeracy.

**Target 2**

*To establish effective student wellbeing programs with a particular emphasis on student engagement.*

Strategies to achieve this target include:

- providing a relevant and challenging curriculum, to meet the needs of students;
- providing a broad student leadership structure encouraging student voice in school programs and directions;
- further developing systems for monitoring and follow-up student attendance and lateness to school;
- acknowledging excellent student achievement and attendance via the school merit system;
- establishing effective programs to support the middle school; and
- learning support team procedures established.

Our success will be measured by:

- student evaluations showing engagement in class;
- leadership structures developed and having an input into school decision making and school culture;
- improved student attendance and prompt arrival at school, as measured by monitoring data;
- active participation of students in the merit system and receiving awards at assemblies;
- middle school team functioning effectively and contributing to engaging students and supporting students with school life; and
- learning support team mentoring students.

**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.

K Chapman  Principal
M Yates  Deputy Principal
T Henry  P&C President
C Anderson  Head Teacher
S Kelly  Head Teacher
B Quayle  Head Teacher
V Zacharia  Head Teacher
T Flaherty  Student
B Acland  Student

**School contact information**

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School Code: 8291
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: