Rouse Hill High School
Annual School Report

2012

NSW Government: Education & Communities
Public Schools NSW

8291
Messages

Principal’s message

2012 was the fourth year of operation for Rouse Hill High School. During 2012 our staff, student and parent community built upon the foundations established in 2009.

At Rouse Hill High School (RHHS) we encourage our learners to live up to the ‘daRe’ motto: students at Rouse Hill are dynamic, accountable, resilient and engaged learners. We support students to excel both within and outside the classroom. As you read through this report you will be able to see the still developing range of opportunities available for students to be active in school life.

The Annual School Report (ASR) is an important source of information for our school community to learn more about the wonderful achievements of our 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

For the third year in a row, the Rouse Hill High School P&C started off the year with the ‘Welcome to High School’ BBQ breakfast to welcome our Year 7 students and parents to the RHHS Community. The morning was well received by both students and parents.

We held our RHHS Trivia Night in June this year which was a great success with over 100 people attending and raising $5,000. We also hosted three BBQ’s at Bunnings Rouse Hill. Thank you to all the parents and students who helped with these events.

After being actively involved with the Stage 6 Compacted Curriculum, the P&C was excited to see our Year 1.1 students sit for their first HSC Exams. We wish them every success with the final part of their journey at RHHS when they sit the remainder of their HSC exams in 2013.

In 2013 the P&C will continue to focus on the following objectives:

1. increasing parent and carer involvement in the RHHS P&C
2. creating an effective communication strategy to convey P&C information to parents, students and teachers
3. raising funds to contribute towards much needed school equipment as indicated by the Principal.

I would like to take this opportunity to thank all the parents, grandparents and carers for their time and dedication towards the RHHS P&C over the past year. I would also like to invite all members of the school community to come along to our P&C Meetings and become involved with our children’s education. We look forward to seeing many new faces.

Karren Newbert
P & C President

Student representative’s message

In 2012 the first School Captains of Rouse Hill High were appointed. We have taken part in a range of activities to develop and promote our leadership skills. These have included the Restorative Leadership workshop, running of school assemblies and assisting peers at sporting carnivals. We have more plans for the year ahead and are looking forward to sharing them with the school and wider community.

Samantha Adams and Ashleigh Marinovic

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></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>90</td>
<td>165</td>
<td>206</td>
<td>262</td>
</tr>
<tr>
<td>Female</td>
<td>88</td>
<td>160</td>
<td>221</td>
<td>282</td>
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</table>
Student attendance profile

Management of non-attendance
Non-attendance of students is managed by regular meetings with late students and ongoing communication with parents. Non-attendance or unexplained absences are managed by point of contact letters with parents. Students are encouraged to attend school on time, with detentions being held for unexplained absence. The Learning Support Team is also in regular contact with parents and students to address welfare and attendance issues. Meetings are held with the Home School Liaison officer to discuss, monitor or case manage school attendance.

Post-school destinations
2013 will be our first year of Year 12 students completing the HSC. Their career pathways are varied and include full time employment, TAFE and university application. The current cohort of Year 12 is 44 students with more than 75% intending to apply for university entrance and all intending to pursue tertiary studies or further learning at TAFE, university, with a private provider or as part of on the job training.

Year 12 students undertaking vocational or trade training
One student commenced his first year of a School Based Traineeship in Information Technology with an acquisition of the Certificate 11 in Information Technology. Many of our Year 10 leavers found employment in the Trade sector. These students were supported by the World of Work Regional programme, Work Experience and targeted employment programs. The Careers Advisor/VET Co-coordinator organised two White Card Courses to cater for these students and those commencing VET Construction.

Year 12 students attaining HSC or equivalent vocational educational qualification
2012 saw our first VET and TVET students. In 2012 Rouse Hill High School commenced its first VET framework course - Hospitality. We had seven students who completed Café Skills and attained their Certificate II in this framework.

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>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
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<tr>
<td>Head Teachers</td>
<td>7</td>
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<tr>
<td>Classroom Teachers</td>
<td>33.6</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<td>Careers Advisor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.682</td>
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<tr>
<td>Total</td>
<td>54.882</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, Rouse Hill High School has one teacher with an indigenous background.

Staff retention
In 2012, Rouse Hill High School had seven Head Teachers with a new Head Teacher Human Society and Its Environment being appointed through merit selection. Throughout the year, the Head Teacher Computing was replaced with a Head Teacher Technology and Applied Studies. This position was also filled through merit selection. Two teachers in the school were appointed to promotions positions in 2012. There were ten new teachers appointed to Rouse Hill High School across a wide variety of KLAs for the start of 2012.
One teacher took leave for 12 months and two teachers were on maternity leave.

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

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>61</td>
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<tr>
<td>Postgraduate</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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<td>Balance brought forward</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
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<th>Expenditure</th>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
<td>683374.88</td>
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<tr>
<td>Balance carried forward</td>
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School performance 2012

Achievements

Arts
Our annual creative and performing arts showcase MADD (Music, Art, Dance and Drama) is a massive undertaking, culminating in a matinee and evening concert on 28 August 2012.

The combined choir numbering over 200 students, performed works as diverse as Karl Jenkin’s ‘Adiemus’ to AC/DC’s ‘Thunderstruck’.

“MADD was amazing and I really appreciate the opportunity to be involved” said Neesha Premnath of Year 1.0.

Highlights from the evening concert included Gabriela Zychowska’s performance of Elton John’s ‘Your Song’, the original composition ‘She Will Never Know’ by Tayla Worley-Deufel and Melanie Stedman of Year 8 and Zachary Brozessi, Haydn Cousins, Ryan Bicknell and Lewis Bustin’s instrumental version of ‘Breaking Point’ by Parkway Drive.

Drama and dance items were well received by the audience demonstrating the diverse talents of the students at Rouse Hill High School. The elaborate movement, costuming and depth of these performances are a credit to the hard work of their dance and drama teachers.

The Visual Arts exhibition displayed a large amount of quality artworks. Our guest judges had a difficult task in choosing the award winners; Joshua Newbert for his work in Stage Six Photography and Brianna Iverson for her ceramic work produced in Year Nine Visual Arts. Sabrina Chin, of Year Eight, received the People’s Choice Award for her continuous line portrait.
“Tuesday night showcased the outstanding talents of students and staff at Rouse Hill High School. The tireless commitment to excel resulted in outstanding performances on the night. Congratulations to all involved – everyone should be proud of their achievements” said Kim Chapman, Principal.

**Visual Arts**

Two very talented students represented our school in the annual Operation Art competition, and were displayed in the Exhibition located at the Newington Armoury. Madeline Stedman and Taylor Conrad both created fantastic drawings and should be very proud of themselves for their achievement.

2012 also saw two talented Year Nine Photography students exhibited in the Snapshot International Photography Competition. A big congratulations to Megan Taylor and Chiara Salani who represented our school with their photographs being hung at the Lewers Gallery in Emu Plains, for a period of three months. Megan and Chiara competed against students from all over Australia and around the world to be selected for the exhibition.

Several excursions took place throughout the school year, offering students an opportunity to view a range of artworks, engage with members of the art community and experience a variety of art making experiences. Excursions of note included the Year Nine Photography excursion to the Eugene Atget: Old Paris Exhibition at the Art Gallery of NSW, and the Year Nine Visual Arts excursion to the Terra Nullius exhibition at the Hawkesbury Regional Gallery.

Overall it was a positive year in Visual Arts and Photography which has seen growth and development in the artistic skills of our talented students.

**Dance**

In 2012, Rouse Hill High School had a 100 hour course in Dance for Year 9, a Year 7 Dance Group and a Dance Ensemble. These three groups represented the school in various festivals and eisteddfods throughout the year.

The Year 7 Dance group was run as a special interest activity during Wednesday morning sport and consisted of thirty five boys and girls. They successfully auditioned for the Sydney West Dance Festival and the Hills Performing Arts Festival with a Jazz dance. They also performed at Rouse Hill Town Centre for the ‘Winter Festival’, Castle Towers for Education Week, school assemblies and the annual school concert MADDD. A smaller group of students also competed in the Hills Dance Spectacular and placed 6th.

The Dance Ensemble was run as a special interest activity during Wednesday afternoon sport and consisted of twenty six girls from Year Eight to Ten. They successfully auditioned for the Sydney West Dance Festival and the Hills Performing Arts Festival with a contemporary dance telling the story of sweet dreams and nightmares. They also performed at the annual school concert and the combined Christmas concert with Rouse Hill Public School.

The Year 9 Dance class competed at the Hills Dance Spectacular with a musical theatre item and placed 2nd.

Six students from Year Seven to Nine participated in the Western Sydney ‘Dance Off’ Dance Camp with Iesha Brown of Year Nine selected as part of a representative ensemble.

**Senior Drama Group**

Senior Drama is a student initiated, co-curricular group which meets weekly to create self-devised performances and interpret scripts. In 2012, the students have further developed their performance skills with a particular focus on voice and movement.
Our first ‘ShoRts’ performance night was wildly successful this year with the hire of smoke machines and lighting to enhance the student work. The full-day Saturday rehearsal proved a valuable way to ensure that all students not only worked in a collaborative manner, but also had the opportunity to rehearse in costume and under the lights.

The performance ran over two nights so that all parents and friends had the chance to enjoy and experience the program. Led and directed by Pip Dellar and Tamaryn Dunne, lighting and sound was student operated whilst many other students worked tirelessly backstage on stagecraft and ticket sales. The Visual Arts faculty contributed valuable time and effort to assist with the creation of sets.

**Sport**

2012 was a successful sport year for our school. Year 7 Sport was held on Wednesday mornings where students competed in a House competition participating in sports that reflect the Macquarie Secondary Schools Sports Association. This gives students an opportunity to play a sport where they can represent their school in the future. On completion of the competition, Dunlop was the winning house. A ‘Most Valuable Player’ competition was held throughout the year and students from the winning house and the top fifteen ‘most valuable players’ were rewarded with an excursion to Tree Tops Adventure Park.

Wednesday afternoon sport for students from Years 8 to 10 also continued to grow and develop. The school provided teams in all Macquarie Zone sports in both summer and winter competitions. In the summer competition, Rouse Hill High entered nine boys’ teams, eight girls’ teams and one mixed team winning one premiership. In the winter competition, Rouse Hill High entered eleven boys’ teams and ten girls’ teams winning four premierships. New physical activity options including Fitness, Ice Skating, Rock Climbing and Walking were introduced to cater for a wide variety of needs during the sports afternoon.

The school also participated in the CHS Knock Out Competition playing against other schools in the Sydney West Region. Teams including cricket, soccer, rugby league and baseball made it through to the second round of this competition.

Students competed in the traditional Swimming and Athletics Carnivals in Term One. Due to repeated wet weather, the school was unable to stage a Cross Country Carnival and students were invited to represent the school at the Macquarie Zone Carnival. Attendance and participation rates at the swimming and athletics carnivals were again very high. The champion house in all three carnivals this year was Dunlop.

From these carnivals, students were selected to represent the school at the respective Zone Carnivals. Rouse Hill High School finished a credible 5th in the Macquarie Zone Swimming Carnival and 6th in both the Cross Country and Athletics Carnivals. This was a very good effort considering that the school currently has far less students than the schools that finished ahead of us at these carnivals.

There were many outstanding efforts in the sporting arena from students of Rouse Hill High School. Some notable results include:

- Abbey Cooper swimming in the 100 Breaststroke at the Combined High Schools State Carnival.
- The U13 Girls 4 x 50 metres relay team who represented the school at the Combined High Schools State Carnival. The team consisted of Madison Cooper, Tara Fumberger, Kristina Trandifilis and Maddison McIlveen.
Rachel Pace competing in the Hurdles at the National Athletics Competition.

Rouse Hill High School Sportsman of the Year was Luke Richardson.

Rouse Hill High School Sportswoman of the Year was Rachel Pace.

**Debating**

In 2012, many opportunities to participate in debating and public speaking competitions were offered to students in Year 7, 8 and 9 as well as our senior school.

The Premier’s Debating Challenge competition involved public schools from across New South Wales and allowed for our school to compete in the Western Sydney Region. This year we entered two Year 7 and 8 teams (Blues and Reds) and two Year 9 and 10 teams. The Year 7 and 8 Reds team won both the Zone and Inter-zone competitions and competed at the Regional level. Melissa Bello, Mariam Sultanazada, Stella Noll and Kirsten Regal are congratulated for their achievements and success. The 9 and 10 Reds team won their Zone competition and competed at the Inter-Zone level. Neesah Premnath, Jasmine Tejani, Courtney Moore and Brianna Bayfield were our successful debaters who represented our school at such a high level.

A round robin debate was held at Glenwood for Year 7 and 8 students. Rouse Hill High School sent sixteen students to compete and our school placed third on the day. The experience allowed students to learn about debating techniques and adjudication as well as information which they used during the year.

The State Final of the Year 11 and 12 Premier’s Debating Challenge was held at Sydney University in the Great Hall and Rouse Hill High School’s year 9/10 debating teams attended. This was a quality learning experience for all debating students at Rouse Hill High School.

Public speaking has grown in our school due to the number of competitions entered throughout the year. The Plain English Speaking Award for 15-18 year olds was entered by two students and the Legacy Junior Award was entered by three students. A runner up prize was won and students learnt many new skills from the experience. The Soroptimist International of the Hills District was held on a Saturday and students competed with a second prize being won.

Overall, debating and public speaking have grown this year with many students showing interest and talent in this area.

**Duke of Edinburgh Award**

2012 saw the start of the Duke of Edinburgh Award at Rouse Hill High School. The Award is an enriching program that invites young people between the ages of 14 and 25 to participate in a number of activities over a set length of time. Participation is entirely voluntary and is structured so participants can design their own unique program centred on their interests and passions.

At present Rouse Hill High School has 20 participants attempting the program. Students have experienced their first adventure journey by completing a section of the South Coast Track in the Royal National Park. A great time was had by all despite the rainy conditions of the first day. Participants worked as a team while bushwalking, setting up the campsite and the cooking of their own dinner. It was an opportunity to meet and make new friends and to experience something new.

**Academic**

The “MySchool” website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

In all assessed areas of NAPLAN in Year 7 and Year 9, students at Rouse Hill High School were above state average. Details of these results can be accessed via the “MySchool” website.

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.
Higher School Certificate

In 2012 forty-four students completed up to three Higher School Certificate (HSC) courses as part of their compacted HSC studies. Board of Studies (BOS) endorsed courses studied included Chemistry, English (Standard), Mathematics, General Mathematics, Business Studies and Hospitality. Two BOS approved courses were also completed by some students: Sport, Lifestyle and Recreation, and Photography, Video and Digital Imaging.

40% of students achieved in the top three bands. Business Studies and Hospitality students performed very close to state average.

As mentioned in Target 2, a rigorous evaluation of HSC performance has been undertaken.

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.

Minimum Standards data

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<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
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<td>Reading</td>
<td>98.5</td>
</tr>
<tr>
<td>Writing</td>
<td>94.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.8</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.5</td>
</tr>
<tr>
<td>Writing</td>
<td>80.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.3</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.8</td>
</tr>
<tr>
<td>Numeracy</td>
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</table>

Writing is a whole school focus area in 2012/13.

Significant programs and initiatives

Competitions 2012

Rouse Hill High School was again involved in the University of NSW International Competition and Assessments for Schools. We had 23 entrants across Years 7 to 10 in the Computing Skills, Science, Writing, Spelling, English and Mathematics assessments. The competitions provided extensive independent evaluations of students’ skills, knowledge and understanding in core learning areas. Students received excellent results with a total of 32 Credits and 10 Distinctions achieved.

Forty one students also took part in the 2012 Australian Mathematics Competition – an increase of seven students from 2011. Students applied their mathematical knowledge and problem solving skills to a range of challenging problems. The results were our best to date and included three distinctions, 18 credits and 13 proficiency awards.

Rouse Hill High School returned to compete in the Tournament of Minds competition. This competition allowed mixed year groups of
extension students the opportunity to apply their creativity and problem solving skills to a challenge. Students had six weeks to design a solution to a problem, and create and perform a drama piece to effectively communicate their solution. This was done within the strict parameters of the Tournament in competition with other schools. Groups also had to solve a spontaneous problem as a team in four minutes. Rouse Hill High School entered one team in the competition and performed impressively well with positive feedback from their long-term challenge.

Aboriginal education

In 2012, the tradition of acknowledging the traditional custodians of the land, the Dharug people, continues to be incorporated as an integral part of Formal Assemblies. All curriculum areas include appropriate Aboriginal perspectives in teaching and learning programs. In particular, Year 7 and 8 students studied the mandatory Aboriginal education program as part of their HSIE subject. Aboriginal students developed PLP’s to assist with their learning. Rouse Hill High School is a member of the national ‘Dare to Lead’ coalition.

Multicultural education

The school continues to support Multicultural Education, teaching and learning programs incorporate multicultural values and culturally inclusive teaching practices.

Chinese is taught as part of the Stage 4 curriculum. The school is continuing to forge links with its learning community with reciprocal visits to Ironbark Ridge Primary School and Rouse Hill Primary School.

In 2012, the opportunity for students to visit our sister school in China was presented and 17 students and 3 teachers will be making the journey in April 2013. The visit will allow the two schools to further build peer relations and enhance cultural experiences, for both staff and students.

Other programs

Ensembles program 2012

The Rouse Hill High School ensemble program continued in 2012 with the stage band, concert band, vocal ensemble and a newly formed junior rock ensemble. The ensembles rehearsed weekly from 7.30am with the junior rock band rehearsing during lunchtime. The majority of students from 2011 continued their involvement with the ensembles program, however there has been a significant increase of numbers with the addition of new members from Year 7.

All ensembles performed at formal assemblies throughout the year and also played a significant role in the MAD2012 concert series. In addition to these performances they have completed a Primary Schools tour of Beaumont Hills, Rouse Hill and Ironbark Ridge Primary Schools, performed at Castle Hill Towers as part of Education Week and also collaborated with Rouse Hill Primary School as part of our first combined Christmas concert.

Other highlights for the year were the ensembles incursions that included a meet and greet with members of Channel 9’s ‘The Voice’ program and the lunch time concert by Melbourne based band ‘Masketta Falls’. Both of these opportunities helped connect the members of the ensembles with working musicians and also gave them an insight into the music and television industry.

Communication between the band directors and the ensemble members has been aided by the use of a dedicated ensembles program Edmodo group. This has enabled students to access resources for practice, as well as keep up-to-date with events and rehearsal notes.

The ensemble program has continued to grow in both size and quality throughout 2012. Each ensemble is developing an extensive musical repertoire and are continuing to refine their skills performing to audiences. To end the year, the ensembles produced and staged a concert for family and friends in the final week of school. This event was of an extremely high standard and highlights the ensembles’ solidarity and the developing enterprise and leadership skills of members of the Rouse Hill High School music ensembles.
Hospitality initiatives

In 2012 we had our first Hospitality Café Skills class.

With the new course came the purchase of our industry standard portable Espresso Machine affectionately known as ‘Norma’. Students have been very excited about practicing their skills in frothing milk and making various types of coffees.

The students catered for the Middle School (Years 7-9) girls ‘Mother’s Day Morning Tea’, the MADD concert and hosted a hot chocolate fundraising event. They also made, decorated and entered plates of themed cupcakes into the Castle Hill Show. The student’s entries won them 2nd, 3rd and 4th place ribbons as well as an encouragement award.

Students completed a mandatory 70 hours of on the job work placement at two different workplace establishments ranging from Cafés to restaurants, hotels and hospitals to Retirement Villages.

Two of our students, Tegan Flaherty and Caitlin Steep were nominated for AusSIP Employability Awards. Both students attended the awards evening on Thursday 30 August at Parramatta Riverside Theatres. Tegan was nominated by an Industry Employer as a result of her outstanding Employability Skills demonstrated while on work placement. Caitlin was selected as a result of her commitment and dedication to the course.

Student well-being and leadership initiatives

Year 7

On Monday 30th January, Year 7 attended a BBQ breakfast with their parents, this was provided by the Rouse Hill High School P&C. They also attended the ‘Big Fish into Little Fish’ session presented by Rocky Biasi, Director Human Connections. This session is designed to ease the transition of Year 7 students into high school and assists in building cohesion among the year group and develops resilience.

During Term 1, Year 7 participated in a ‘Meet the Teacher’, afternoon tea for parents and students. This was an informal afternoon tea where the students could introduce their parents to their new teachers.

On Wednesday March 21st – Friday March 23rd, the 2012 Year 7 Orientation Camp was held at
Gosford. The camp is one part of our Orientation Program to help students successfully transition from primary to secondary school.

For Year 6 2012 coming to Rouse Hill High School in 2013, three transition days were organised to allow students to experience faculty specific lessons. These were held in both Terms 2 and 3. The first session highlighted Science and Dance, the second session, Music and Art, and the last session, HSIE and English.

The final transition event, held on December 5th 2012 was Orientation Day. This day involved all prospective enrolments for Year 7 2013. The activities were facilitated by the current Year 7 and Year 10 Leadership Group.

**Year 8**

For the second year running, Rouse Hill High School hosted a RSPCA Cupcake Day to raise much needed funds to help support animal welfare initiatives. The Year 8 Leadership Team coordinated this event and over 300 cupcakes were made and sold raising $329.00 for the RSPCA. This initiative raised students’ awareness of animal welfare issues and the importance of such donations.

To celebrate Mother’s Day our Year 8’s organised a Mother’s Day morning tea and invited all Middle School (Years 7-9) girls to bring their mum or significant female in their lives to celebrate with a cup of tea or coffee, cakes and slices catered for by our Senior Hospitality Café Skills class. The Year 8 Leadership Group advertised the event, decorated the library and ran the event. Activities included portrait photos for the girls and their guest, a Mother’s Day address by one of our leaders, Charlotte Occleston and a portrait sketching competition, with first prize being awarded to Milena and Maria Shvedova. The event hosted over 60 girls and their guests.

On the 31st August Year 8 hosted our second Father’s Day BBQ Breakfast inviting all Middle School (Years 7-9) boys to bring their dad or significant male in their lives to celebrate with sausages, bacon and eggs, tea, coffee and juice.

Over 30 boys and their guests attended the breakfast and participated in activities such as a lucky dip door prize won by Brandon Hay and a competition to see who could pass a rugby ball through a hoop the furthest, won by Jake Rose’s dad.

**Year 9**

Year 9 focused on the national community and they started a tradition of supporting Canteen by selling bandanas and held a Mufti Day with proceeds going to the Special Olympics. As a school we raised over $500.00 to donate to these organisations.

One of the highlights for Year 9 was their camp to Morisset. The most popular activity during the camp was playing Laser Tag at Maitland gaol at night.

In Term 4 to celebrate and recognise the transition of students from Middle School into Senior School, the Year 9 students had the opportunity to partake in an excursion to Jamberoo. A Recognition Assembly was held to welcome the Middle School students into Senior School. At this assembly, students were given Senior School badges and a Middle School Yearbook. The Yearbook DVD was compiled by the Year 9 Leadership Team and consisted of memorable photos, awards, articles and a parody titled, ‘Rouse Hill Style’.
Year 10’s focus was on the global community and they held a Multicultural Mufti Day and BBQ to raise over $1000 for our sponsored child in Ethiopia. Some students also attended the World Vision Conference.

Year 1.1 focus was on preparing for the first HSC at Rouse Hill High and designing their jerseys.

Year 1.2 (Term 4) the first School Captains at Rouse Hill High were inducted at a special formal assembly. They will lead the school and further develop their leadership skills.


Student Leaders from Year 7 – Year 1.2 have been involved in various Leadership opportunities throughout the year including; Resilience Doughnut training, Restorative Practice training, running year and formal assemblies, supporting teachers in subject selection evenings and transition days, supporting Bunnings School barbeques, Anzac Remembrance Ceremonies at Rouse Hill High, public schools and Castle Hill RSL, Leadership Rewards Day and speaking at local schools.

Progress on 2012 targets

Target 1

To maintain and improve literacy and numeracy outcomes.

2012 Targets to achieve this outcome include:

- An increase of 20% in the top two bands in literacy and numeracy
- An increase of two correct responses per student

Our achievements include:

- SMART data has indicated that the school averages for both Years 7 and 9 are above the state average in all areas of NAPLAN for the second consecutive year. Year 7 students have also performed above our Secondary School Group averages, showing considerable skill development in numeracy and spelling. Analysis of SMART data by faculties during 2012 targeted student learning needs specifically, enhancing collaborative teaching and learning experiences and explicit planning.

- Professional Learning for staff continues to occur at a whole school, faculty and individual level, with a focus on sharing literacy and numeracy strategies used in the classroom. Persuasive writing strategies were delivered across all faculties, specifically in ‘P.E.E.L’ paragraph construction and a Learning and Responding Matrix for structuring extended responses ‘A.L.A.R.M’.

- The Rouse Hill Learning Community (RHLC) involving Rouse Hill High School, Rouse Hill Public School, Beaumont Hills Public School and Ironbark Ridge Public School, had regular meetings to focus on literacy and numeracy outcomes. All schools used detailed analysis of NAPLAN results to establish focus areas to improve numeracy and literacy outcomes across all four schools. The focus established for ongoing development was in writing,
using persuasive language and techniques. This will be an ongoing focus into 2013.

Target 2

Develop a flexible Stage 6 curriculum plan that addresses student retention and engagement.

2012 Targets to achieve this outcome include:

- All students successfully complete three courses in the HSC.
- Students enrol in school based apprenticeships and TAFE as required.

Our achievements include:

- 44 students successfully completed three HSC level courses.
- Processes established to monitor student progress each term. This includes individual student interviews and where required, parent contact by telephone, letter and interview.
- 40% of students achieved in the top three bands.
- One student undertook a school based apprenticeship and three students studied TAFE based course.
- Directions for 2013 include further professional learning for staff, greater refinement of subject selection processes and management of expectations regarding HSC results and post school destinations.
- The compacted curriculum was successfully implemented in 2012. On the basis of student feedback we need to examine ways to find the balance between focus on student work and student activities to promote engagement and motivation.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Restorative Practice.

Background

Rouse Hill High School, in 2011, decided to support student wellbeing by embracing Restorative Practice. This was based on welfare data which showed that a large number of issues were due to ongoing student conflict. Restorative Practice is a whole school approach to promoting resilience and aims to build positive relationships.

During 2012, all staff were trained in restorative practice techniques. Staff were introduced to the ‘language of choice’ and the concept of effective questioning. Rouse Hill High School student leaders from Year 7-11 and parents were also involved in training sessions to help promote positive relationships in the Rouse Hill community.

Findings and conclusions

The staff were surveyed in 2012, with 93% stating that they had a good understanding of Restorative Practice and the ability to resolve issues on a regular basis. Staff also indicated that over 80% of students usually responded positively to this method of conflict resolution. This is supported by suspension data which shows that from 2010 to 2012 suspensions have decreased by 8%, despite an increase in student numbers.

The Restorative Practice method of conflict resolution has also been well supported by parents and students. Both groups have embraced Restorative Practice, supporting the focus on restoring relationships and the resolution of conflict in a positive and inclusive manner. Having all stakeholders trained in Restorative Practice has encouraged the school community to work together to support the wellbeing and learning outcomes of students at Rouse Hill High School.

Future directions

A staff induction program supports the training of new staff in Restorative practice.

Student reflection sheets will be introduced in 2013 for students which will encourage them to reflect on their behaviour and goals for improvement. Restorative Practice posters will also be strategically placed around the school as a visual representation. The continuing focus on Restorative Practice promotes an environment of respect, accountability and resilience.
Parent, student, and teacher satisfaction

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

The school newsletter is an important tool for communicating with our school community. It is published on the school website during Weeks 5 and 10 of each school term, with the final edition a year in review. A team consisting of the school Principal, a SASS member, Teacher, Head Teacher and Parent representative participated in a two day course ‘Communicating with your school community’ to help enhance our school communication.

As a result of the professional development the newsletter format was revamped to reflect a more modern and streamlined design. Greater emphasis was placed on the use of images and elements of the course such as ‘positive writing’ and ‘building and protecting your school’s image’ were shared with the teaching staff.

The 2012 edition of the Rouse Hill High School newsletter was recognised by the DEC school promotions team as having adopted the most significant and positive changes. The changes to the design were further enhanced by the inclusion of the schools banner statements and the reduction of columns to address the changing digitalisation of the publication.

The data below has been collected from the site analysis function of the school website, www.rousehill-h.schools.nsw.edu.au. It indicates the number of views of the newsletter in the 5 week period following the week indicated. For example, Monday Week 5 – Sunday Week 9. The frequency of views have increased throughout 2012 with the most significant growth in the first semester of 2012. There was a decline in views at the end of Term 2 but this showed significant improvement from the 2011 publication. The initial increase may be attributed to greater advertising of the newsletter internally within the school, increase in the school population and/or the appeal of the new format. However, the overall trend indicates positive growth that should see the frequency of views continue to increase with the 2013 publications.

Professional learning

A wide range of Professional Learning activities were presented to the staff of Rouse Hill High School in 2012. Professional development opportunities were offered to all staff to support whole school structures, as well as developing skills and expertise relevant to the teacher’s specific Key Learning Area.

New scheme teachers, under the guidance of the Head Teacher Mentor, were involved in an induction program that familiarised them with school and DEC policies, procedures and expectations. New scheme teachers were also involved in ten one hour sessions after school which was designed to support their understanding of their professional teaching standards as established by the NSW Institute of Teachers.

A teacher exchange program was established with another high school which enabled beginning teachers to develop a professional network. This program enabled teachers, through visits to other schools and professional dialogue, to develop their knowledge of the role of the teacher, effective communication, classroom management, professional responsibilities and to
build on their knowledge of curriculum and effective programming.

Whole school professional learning was conducted in a number of areas. These activities were conducted on School Development days, staff and faculty meetings, as well as after school and on weekends.

All staff were trained in Restorative Practice with follow up sessions for all executive staff to develop mediation techniques and conflict resolution skills. External providers also engaged staff in professional learning in literacy and numeracy, CPR and epilepsy. Literacy and numeracy were a key focus area for Rouse Hill High School.

The Rouse Hill Learning community met regularly to discuss and evaluate NAPLAN data and evaluate learning outcomes enabling best teaching practice for students as they transition from primary to high school. Staff were also trained in the use of ALARM, (A Learning and Responding Matrix) which is a whole school approach to structured ideas in writing and PEEL , a common approach to the structure of paragraphs in extended writing. These programs support and underpin the teaching of literacy at Rouse Hill High School.

Interested staff from Rouse Hill High School participated in a joint initiative with another high school to access Gifted Education Research, Resource and Information Centre (GERRIC) presented by the University of New South Wales. Over a number of weekends, staff participated in the engagement of Gifted and Talented students, with workshops providing the skills and expertise to differentiate the curriculum for all students at Rouse Hill High School.

**School priority 1**

**Outcome for 2012–2014**

Student learning is reflective, resilient and goal directed.

**2013 Targets to achieve this outcome include:**

- Increased numbers of students participating in co-curricula activities.
- Decrease by 10% the number of ‘N’ award letters issued.
- Increase by 15% the number of students achieving recognition by merit awards.

**Strategies to achieve these targets include:**

- Students set goals based on semester reports.
- Staff professional learning on organisation skills, encouraging students to take positive risks with their learning and goal setting.
- Leadership students involved in reviewing merit processes and in planning for co-curricula activities.

**School priority 2**

**Outcome for 2012–2014**

Student learning is dynamic, personalised and connected in a purposeful way.

**2013 Targets to achieve this outcome include:**

- 70% of Year 9 students achieve or exceed expected growth in NAPLAN writing task.
- An increase of 10% in the top two bands in NAPLAN numeracy as shown in growth from Year 7 to Year 9.
- HSC results in all courses are equivalent to, or better than, state average.

**Strategies to achieve these targets include:**

- Assessment to, for and through learning with specific, targeted and constructive feedback being provided to students.
- Literacy strategy PEEL implemented by every teacher.
- Structured writing process, ALARM, implemented by teachers in the senior school.

**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.
• Professional learning on project based learning demonstrating critical and creative thinking skills that are transferable across and beyond the school.

• Build staff capacity to collaboratively plan and differentiate through assessment and program delivery.

School priority 3

Outcome for 2012–2014

Students thrive in a sustainable, accountable and engaged school community.

2013 Targets to achieve this outcome include:

• All staff actively engaging with the National Professional Teaching Standards.

• Rouse Hill High School is highly regarded in the local community in terms of student, parent and teacher satisfaction and educational outcomes.

• Infrastructures established to support the implementation and effective use of technology in teaching and learning practices.

Strategies to achieve these targets include:

• Professional learning through collegial collaboration, mentoring and supervision on the National Teaching Standards.

• Effectively communicate with the school community through social media, print and digital media.

• Technology team established to provide advice and professional learning on technology based innovation in teaching and learning.

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

K. Newbert P & C President

S. Brown Head Teacher

R. Claxton Head Teacher

S. Kelly Head Teacher

R. Medcalf Head Teacher

K. Wilson Head Teacher

V. Zacharia Head Teacher

E. Devine Teacher

J. Duggan Teacher

T. Dunne Teacher

K. Henson Teacher

J. Hicks Teacher

K. McPhie Teacher

J. Saville Teacher

School contact information

Rouse Hill High School
105 Withers Road
PO Box 6120
Rouse Hill, NSW, 2155
Ph: 9836 1890
Fax: 9629 2590
Email: rousehill-h.school@det.nsw.edu.au
Web: www.rousehill-h.schools.nsw.edu.au
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: