School context statement
Rowland Hassall School provides quality education opportunities for students who have been experiencing difficulties in their regular school. The school operates across two campuses at Parramatta and Telopea, for students from years 5 through to year 12. At the Parramatta campus there are currently 35 students enrolled in the school. The school provides individualised learning programs for students with a mild intellectual disability (IM) and an Emotional Disturbance or Behaviour Disorder (ED/BD). The Waratah Centre operates at Telopea where 21 students are enrolled. The centre provides educational programs for disengaged students with an Emotional Disturbance and/or Behaviour Disorders. Students are referred to Rowland Hassall and the parents/carers are offered a place for their child. There is a culture of mutual respect created by students and staff at the school.

Principal’s message
Rowland Hassall School continued to provide a quality education for all our students in 2014. There have been many highlights involving academic achievements, behaviour improvements and positive post school options.

Our school continued to develop as a school based on Positive Psychology Principles. Staff were involved in many training sessions in relation to using Positive Psychology in our school and in their classrooms. The results show in the reduction of behaviour referrals, suspensions and improved attendance of students. Also with staff there was a creation of a very position staffroom where collaboration and creativity abound.

There was a continuation of our outdoor education programs, which included the Duke of Ed Award Program, environmental work on the Hawkesbury River, veggie garden with a mini orchard, outdoor space for reflection and instruction (still under construction). We started a fishing program and some students learnt the skills of archery as part of their Duke of Ed program.

Students continued to show improvements in literacy and numeracy as a result of staff being more skilled in delivering differentiated programs. Thanks go to our Assistant Principals, Amanda Scali and Ewa Brzozowska for their leadership and guidance in this area.

We held a number of parent /carer information sessions in the evening and during school time with an increasing number of attendees.

The Every School Every Student Initiative continued to show benefits for both our school and our local school community. In room 7, Miss Ewa, Ms Kennedy and Ms Smileski held a number of training days for teachers and students of our local schools about tablet use in the classroom.

Again, our students were exposed to the many experiences that life offers by the many organised school excursions to support our curriculum. These experiences have given our students lifelong memories that they can take into adulthood and be building blocks to having a happy life.

The Waratah Centre continued with their programs of engaging disaffected students with many reintegrating back to their home schools. There was a successful teacher exchange between the campuses using the expertise of staff to further enhance opportunities for our students.

This year saw the positions of Assistant Principal Learning and Support, Home School Liaison Officers and Transition Officer, come under the management of Rowland Hassall School. These teachers are based at the Waratah Centre and are a resource for local schools.

I would like to thank and congratulate our staff for the fantastic commitment they have shown to the education of all students at Rowland Hassall School. I would also like to give thanks to the parents and carers for the support they have given the staff, it has made a positive environment for 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.

Jim Myers
Principal
P & C and/or School Council message

The Student Representative council in 2014 was made up of students from each of the five classes at Rowland Hassall School.

2014 has been a fantastic year for Rowland Hassall School’s Student Representative Council. Each class had one representative. These students had the opportunity to contribute to each and every meeting, raising important issues, putting forward ideas for SRC discos and for charity fundraising.

During the year we raised funds for the NSW Cancer Council “Daffodil Day”, Footy Colours, Jeans for Genes Day and Canteen Bandanna Day. A huge focus for the SRC this year was raising much needed funds for young people living with cancer.

The success of the SRC would not have been possible without the support of the dedicated students and teachers at Rowland Hassall School.

Kate Kennedy
SRC Teacher

Student representative’s message

I like Rowland Hassall School. It is a place where they give people a second chance. We get to go on great excursions to help with our behaviour. I love going on the River Trip every second Wednesday. We help clean the ocean and have lots of fun doing it. We went to camp and got to go to the beach. This was to help regulate our behaviour.

We make a lot of friends here even though we are not all perfect. At our school we get to work on iPads, it’s lots of fun. We get lots of chances to show our best behaviour. Our teachers trust us and we trust them.

Every Tuesday and Thursday the school goes to community access and work experience. Every term we have a big excursion that we all try and be on our best behaviour for. We get more than one chance if we have misbehaved.

On Monday it was our classmate’s birthday but he was in hospital. The whole school made a video and sent it into hospital wishing him a Happy Birthday. This was because we are like a big family and families stay together.

By Mohamed Turay - RHS Student

Student information

Student attendance profile

Records of attendance are kept through daily marking of rolls, which are checked regularly, calls home and text messages for unexplained absences of more than two consecutive days and letters sent to parents who have not provided reasons for absences of their child. Regular contact is made with the Home School Liaison Officer, ongoing tracking of attendance is made by executive staff and students are rewarded for good attendance at the end of each semester and at Presentation Day at the end of the year. Staff members are provided with updates and information regarding attendance procedures. The school has its own Attendance Policy and Procedures in line with DET guidelines.

Management of non-attendance

The school implements a number of processes, which help manage non-attendance. Students who are identified as having many absences are managed through these processes including parent/carer interviews, partial attendance programs and referral to the Home School Liaison service.

Student enrolment profile

The student numbers at Rowland Hassall School are determined by placements from the Western Sydney Regional Placement panel. This panel meets twice each term. Numbers vary throughout each year

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>Male</td>
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<td>29</td>
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<tr>
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<td>6</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>5</td>
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Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>45</td>
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</tr>
<tr>
<td>2010</td>
<td>50</td>
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<tr>
<td>2011</td>
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<tr>
<td>2012</td>
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<td>15</td>
</tr>
<tr>
<td>2013</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>2014</td>
<td>45</td>
<td>15</td>
</tr>
</tbody>
</table>
Year 12 students undertaking vocational or trade training
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 included TVET and TAFE courses, independent work experience, group work experience, in school work experience and post school options.
Our students completed successful placements in both supported settings and open employment at the following locations:
- Thorndale Industries
- Taste of Tuscanny Restaurant
- No.1 Roofing & Building Supplies
- The David Morgan Centre

Afford Work Skills Program

Year 12 students attaining HSC or equivalent Vocational educational qualification
In 2014, 100% of the year 12 students enrolled at Rowland Hassall School successfully attained their Life Skills Higher School Certificate.

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

Workforce composition

<table>
<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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Teachers participated in weekly Training and Development sessions on a vast variety of topics relating to our context. These topics ranged from Positive Psychology to Effective iPad Use, Autism, Challenging Behaviours and Individual Education Programs.


In 2014, we had one teacher in working towards their lead level accreditation and four teachers working towards accreditation at proficient level. Teachers meet weekly with their supervisors to discuss their professional goals through a supportive ‘coaching’ approach.

Beginning Teachers
In 2014 there were six New Scheme Teachers working at Rowland Hassall School and two at the Waratah Centre who were supported in a number of ways.

All teachers and executive participated in Non-Violent Crisis intervention training in order to help them utilise strategies for working in our context.

Fortnightly 1:1 coaching meetings with supervisors provided teachers with ongoing support in developing and attaining their professional goals.

Beginning teachers accessed a variety of professional development opportunities in a number of areas including literacy and numeracy, behaviour management, curriculum planning,
utilizing 21st century technology and Positive Behaviour for Learning.

Teachers were given regular feedback about their progress in a non-confronting environment that encouraged reflection and best practice. This was in preparation for the transition towards the Performance and Development Cycle.

**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>30/11/2014</th>
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</table>

**Income**

<table>
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<tr>
<th>Balance brought forward</th>
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<tbody>
<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
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</tr>
<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
<td>174.00</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>329969.93</td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>21221.60</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>15864.29</td>
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<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
<td>50933.04</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>256.32</td>
</tr>
<tr>
<td>Capital programs</td>
<td>63984.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>419450.47</td>
</tr>
</tbody>
</table>

| Balance carried forward | 98066.73 |

A full copy of the school’s 2014 financial statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**Progress in Literacy**

A comprehensive assessment policy meant that all students were tested at the beginning and the end of the year using The Australian Standardised Spelling Test, ReST and PM Benchmarking. The provided teachers with the data needed to plot students on the Literacy Continuum and track student achievement termly. Assessments carried out in Semester Two indicated that students have significantly improved their reading skills (PM Benchmark, Literacy Continuum) in 2014. All students increased their reading level; most students have increased their level in reading fluency and accuracy and developed better comprehension skills. Ninety percent of the students of a sample class demonstrated an improvement in reading by two or more levels (PM Benchmark).

**Sample student A, achievements on Literacy Continuum**

Students were engaged in digital literacy through specialised and individual units of work including interactive programs which targeted at their ability level resulting in overall growth in all areas of literacy.

**Sample student B, achievements on Literacy Continuum**

**Progress in Numeracy**

As was the case in literacy, students were comprehensively assessed in numeracy using...
SENA 1 and 2 and plotting on the numeracy continuums.

Students all showed improvements in numeracy, particular in the aspects of counting sequences and early arithmetical strategies.

80% of students progressed at least one cluster in counting sequences.

In 2014, new roles were allocated to ensure the ongoing success of PBL within our school. Ms Kate Kennedy was appointed as PBL Coordinator and Mrs Scali completed the PBL Coach training and is now the PBL Coach.

In 2015, the PBL Committee plans to conduct the BoQ again and look at ways to further develop PBL in the school.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

**NAIDOC and Reconciliation Week**

Our NAIDOC and Reconciliation Week celebrations for 2014 included a variety of classroom activities including art making and the telling of traditional stories. As a school we created a Recognition Wall which was unveiled at a special assembly. Each class contributed different items to the wall including research projects on Indigenous service men and woman, decorated boomerangs and other craft activities.

**Higher School Certificate (HSC)**

In 2014, 100% of Year 12 students successfully completed the Life Skills Higher School Certificate.

**Record of School Achievement (RoSA)**

In 2014, 100% of Year 10 students successfully completed the Record of School Achievement.

**Other achievements**

**Positive Behaviour For Learning (PBL)**

Rowland Hassall is proud to continue its achievements as a PBL school. The principles of PBL continue to be embedded in all aspects of school life at RHS. Explicit, visual lessons are taught in all classes weekly, promoting skills such as Listening, Waiting Your Turn and Staying Out of Fights.

Assemblies continue to be a major way in which student behaviour achievements are celebrated both within the school and our greater community.

Multicultural education and anti-racism

**Building Resilience - Invincible Program & The Unlikely Perspective Workshop**

In 2014, Rowland Hassall students participated in a number of workshops focused on stamping out racism and bullying and improving their resilience and emotional strength. During these workshops, students learned physical skills in martial arts, boxing and Crossfit.

Guest speakers provided the students with first hand insight into the topics of multiculturalism and racism.

Students also participated in anti-racism workshops led by Youth Liaison Officers from...
Parramatta police who also addressed topics including theft, vandalism and cyberbullying.

Aboriginal background

Students with Aboriginal background were supported in a number of ways in 2014. Junior players of Indigenous background came to upskill staff in Term 1 about showing sensitivity to Aboriginal students. Activities were organised throughout the year for the whole school community including NAIDOC week and Reconciliation Week, during which students created a Wall of Recognition.

Socio-economic background

In 2014, students from low SES backgrounds and their families were supported in different ways by the school. Our breakfast program and crunch and sip initiatives proved to be a great success within the school. Students could also earn canteen lunches for demonstrating positive behaviour within the school.

Students were provided with a variety of outdoor learning experiences and community access excursions that were of little or no cost to our families.

Families were invited to counselling support sessions at no cost through Interrelate, which generate a very positive response from parents and caregivers.

Learning and Support

In 2014, all students were provided with various forms of support to assist them in accessing the Life Skills curriculum and working towards future transitions. In consultation with Learning and Support team, classroom teachers and the executive team, each student was provided with a comprehensive Individual Education Plan (IEP) and Individual Behaviour Plan (IBP). These plans were regularly updated and revised by classroom teachers in close collaboration with the students themselves, parents, carers and other support personnel including our transitions teacher.

Other significant initiatives

Every School Every Student - ESES

The aim of the ESES program at Rowland Hassall School was to become a Centre of Excellence in the use of tablet technology. In addition to that, schools local to Rowland Hassall School in the Cumberland District have had access to staff and their expertise in providing quality teaching and learning programs using iPad technology to support disengaged students. Furthermore, in developing the project we have created a learning centre for the local community which will enable access to lessons on the use of 21st century technology in supporting essential technology skills for students at school and home. In 2014 we have provided regular training sessions for teachers and students from Parramatta Learning Community. Five schools have been involved in There’s An App For That sessions taking place fortnightly. The sessions have been highly successful. We are going to continue to provide the IT Training for Parramatta Learning Community focusing on effective use of iPad technology in the classroom. We have also established partnership with Apple to support the delivery of our technology sessions in our Learning Centre.

Graffiti Program

In Term 4, 2014, RHS students participated in a joint school initiative at Coreen SSP in which they learned about Graffiti art. Each week, students developed the skills they would need in order to spray paint a graffiti mural back at RHS. The mural is well underway and is set to continue in 2015.
Project Based Learning

In 2014, Rowland Hassall School began the process of implementing Project Based Learning. The first step was to encourage collaboration across the school and in smaller groups and to encourage students to research and think critically in producing a final ‘product’.

Several students embarked on individual projects, for example one students produced a project based on the focus question ‘how can we make Rowland Hassall school safer’.

Class groups created projects about key elements of positive psychology and presented them to the school.

The whole school became a ‘media company’ with each class producing projects on a focus area or division of the company. Students published their research in the school newspaper ‘Rowland Hassall Matters’.

Adidas Fun Run

On 31 October 2014, Rowland Hassall School held its second annual Adidas Fun Run to raise money for school activities and equipment. The event was a big success, raising a total of $139.20 which was used to purchase new school equipment. The students all participated in the run and were highly engaged.

Trip to Canberra and the Snow

Students from both campuses participated in an excursion to our capital city - Canberra. Students had an opportunity to visit Australian War Memorial and The National Science and Technology Centre – Questacon. For most of our students this has been an incredible experience. They have thoroughly enjoyed the excursion and have shown great maturity and excellent behavior throughout the duration of the trip.

Young Guns Fishing Adventures

From Term 2 onwards, students have been engaged in a program called Young Guns Fishing Adventures every fortnight. The program is a key element of our outdoor education program and has provided students with an opportunity to learn all of the skills associated with fishing. The program has impacted positively on the areas of engagement and attendance.

Duke of Edinburgh Award

In 2014, five Rowland Hassall students participated in the Duke of Edinburgh award. Students completed a variety of activities including camps, learning new skills including archery and volunteering. Excitingly, one of our students won the NSW Volunteering Award for his volunteering as a part of the Duke of Edinburgh program.
School Camp

In 2014, Rowland Hassall School organised two camps, the first was to Patonga and the second to Ocean Beach in Umina. Most of the students participated in the camps as a part of their Adventurous Journey for the Duke of Edinburgh Award. Whilst at camp, students learned to put up their own tent and cook their own food. They also participated in a number of outdoor activities including bushwalking, swimming and fishing.

Environmental Education on Hawkesbury River

In 2014, Rowland Hassall School continued to participate in environmental work on the Hawkesbury River as a part of the Clean 4 Shore project. This work is set to continue in 2015.

Waratah Centre

Post-Waratah destinations

In 2014, the Waratah Centre celebrated our first Year 12 graduate from the program. Katie completed her HSC and was accepted into a traineeship in early childcare. During 2014 we transition 7 students back to their home school successfully. We also had one student transition into an apprenticeship.

Special programs

Year 7 to 10 Physical Education program “Let’s get Physical” gives students the opportunity to explore their movement potential in a variety of individual team sports. The emphasis of the PE program is on participation and enjoyment of physical activity. In addition to challenge students, ongoing participation in a range of physical activities, focusing on technique, tactics, team play and refereeing.

Community Access Program

This program is to develop the student's skills in a number of areas. These areas include improving their self-esteem and self-confidence, communication skills and their ability to travel independently throughout the community. The students will develop their mobility and independence within the community through their access to local public transport, local shops, local attractions and outdoor recreational activities. This year some notable organisations, Western Sydney Wanderers, Greater Western Sydney Giants, and Table Tennis Australia supported us.

‘Boys to Men’ Program

Year 7 to 8 Physical Development program “Boys to Men” is a theory lesson based program to address to adolescent changes and challenges confronting teenagers. The emphasis of the program is to inform student of their physical, mental and social health changes and provide coping strategies to
address these issues and adequate help and inform them of resources available

‘Girl Power’ Program

To deliver a small group program to a selected number of female students, in order to teach them knowledge and skills in personal development and hygiene. It is anticipated that these skills will enhance the confidence, self-esteem, and the physical, emotional and psychological health/wellbeing of the students, and assist them in making positive decisions towards their lives

Visual Arts Program

This program provides a sequence of learning opportunities in which students work in four main disciplines of their art making practice. Sculptural clay heads, wire body gestural sculptures, claymation and digital self portrait photography

Water Recreation Program

Year 7 to 10 Physical Education program “Water Recreation” gives students the opportunity to explore their movement skills in water environment. The emphasis of the PE program is on participation and enjoyment of physical activity. In addition to challenge students, ongoing participation in a range of physical water activities, focussing on swimming and recreational activities in different water environments.

Food Technology Program

To deliver a small group program to students, in order to teach them knowledge and skills in food technology and hygiene. It is anticipated that these skills will enhance the confidence, self-esteem, and the physical, emotional and psychological health/wellbeing of the students, and assist them in making positive decisions towards their lives.

Parent/caregiver, student, and teacher satisfaction

In 2014 the school hosted parent surveys. The survey proved to be a great success and parents who participated have expressed that they have developed their parenting skills and valued the opportunity to share their personal experiences with other parents encountering difficulties with their children

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out evaluations on learning, leadership and management.

Learning

Background

The school sought the opinions of parents, students and teachers about the ways in which students learn at Rowland Hassall School. A questionnaire was given to all stakeholders to address issues such as the quality of learning activities, students’ level of interest in their learning and the role of teachers in improving student outcomes.

Findings and Conclusions

- 100% of parents indicated that teachers talk to them about their child’s learning
• 80% of parents indicated that their child’s classroom is an interesting place to learn and that teachers are continually upgrading their skills

• 90% of students indicated that their classroom is an interesting place to learn

Future directions
In 2015, we plan to continue our rigorous assessment policy and further improve our intensive literacy program. We intend to further implement Project Based Learning as an engaging way to extend student achievement of outcomes. Staff will continue to be upskilled in their delivery of the curriculum and Project Based Learning.

School Management
Background
The school sought the opinions of parents, students and teachers about the ways in which Rowland Hassall School manages all aspects of teaching and learning programs in the school. A questionnaire was given to all stakeholders to address issues such as the quality of school organisation, the management of resources and the school’s measurement of success.

Findings and Conclusions
• 80% of teachers indicated that they felt valued and supported in their role

• 75% of parents indicated that the school was continually looking for ways to improve its performance

• 90% of students indicated that they were happy with the way the school is organised.

Future directions
In 2015 we plan to continually improve the way the school is managed. This will be achieved through the regular collection and analysis of feedback from the whole school community. Resources will be allocated in the most effective way to enhance student learning and engagement.

Leadership
Background
The school sought the opinions of parents, students and teachers about the ways in which Rowland Hassall School is led. A questionnaire was given to all stakeholders to address issues such as the fair treatment of students, the involvement of groups in the community and the ability of leaders to inspire and motivate learners.

Findings and Conclusions
• 100% of parents felt that school leaders inspire and motivate learners

• 75% felt that school leaders treat everyone at school fairly

• 80% of staff felt that school leaders are open to new ideas

Future directions
In 2015, we plan to continually improve school leadership. The executive team will seek the feedback of the school community and staff both formally and informally in order to evaluate the success of its leadership and areas for improvement. School leaders will support staff through the transition towards the Performance and Development process.

School planning 2012-2014:

School priority 1

Curriculum and Assessment
Outcomes from 2012–2014
Inclusive wide-ranging inclusive curriculum

Evidence of achievement of outcomes in 2014:
• Teachers have participated in professional learning sessions to develop their knowledge and understanding of the new Mathematics Syllabus.

• Assessment policy with regular data analysis has been embedded in all teaching programs encompassing differentiation and individual learning goals.

• Teachers have been working collaboratively with members of our local learning community to share good practice related to the implementation of both English and Mathematics Syllabus and successfully adapted it in our specific settings.

• All staff have been working in collaboration with Waratah Centre to engage in professional discussions and
arrange the delivery of their programs across both campuses.

School priority 2
Leadership and Development

Outcomes from 2012–2014
Enhanced and developed leadership capacity in all staff including Principal, Assistant Principals, Teachers and School Learning Support Officers

Evidence of achievement of outcomes in 2014:

• Teachers have been participating in number of professional learning sessions focusing on the implementation of the new DEC Performance and Development Framework
• Teachers from both campuses have been involved in workshops focusing on the analysis/exploration of the Australian Professional Standards to be able to set their professional learning goals in alignment with School Plan priorities.
• Teachers have been provided with the opportunities to deliver professional learning sessions around new syllabus and design components of the presentation for other schools.
• Technology sessions in our Community Learning Centre provided opportunity for RHS teachers to share their skills (area of expertise) and further develop innovative approach towards technology implementation in their teaching and learning programs.
• Staff has been introduced to Project Based Learning approach to deliver Life Skills syllabus outcomes. Executives and teachers have participated in number of professional learning sessions and arranged visits to other schools that have been successfully delivering Project Based Learning.
• Team Leadership for School Improvement K-12 Program aiming at improving the knowledge and skills of students and enhance leadership capacity in schools has been completed.
• Students have been continuously developing their leadership and peer mentoring skills by their participation in Duke of Edinburgh program. Our students have made significant progress and achieved their first Bronze Award.

School priority 3
Student Engagement and Attainment

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

• All students have been involved in setting and tracking progress of their Individual learning and behavior goals.
• In 2012 – 2014 there has been a significant increase in number of specific educational programs supporting students health and well-being. Our programs incorporated mindfulness, drug and alcohol awareness, sexual education, cultural awareness, self-awareness and self-regulation (Rock and Water program delivered across the school).
• Students have been successfully participating in wide range of outdoor education programs including environmental education on Hawkesbury River, Duke of Edinburgh program, Young Guns Fishing, which resulted in high level of engagement and improved attendance across the school.
• Students have been exposed to Project Based Learning by their engagement in “hands on” Garden project and other units of work incorporating Project Based Learning principles/approach?
• In 2013 – 2014 students at RHS have been provided with more work experience opportunities including independent businesses and TAFE TVET courses. There has been a significant increase in number of students enrolled in TAFE courses beginning in 2015.
• Executives in collaboration with all staff have developed more effective system to better support students attending TAFE courses and monitor their successful transition to post school options.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. This was conducted through a formal survey, feedback from our information sessions and counselling sessions and through regular feedback.

Their responses are presented below.

Parents and caregivers were generally happy with the school, including the way the school is led and managed as well as the teaching and learning programs that are in place.

Glendah Lewis, one of the grandparents in our school community commented: ‘The school is magic, it’s absolutely wonderful. The staff do incredible things with these kids. My grandson came home the other day so excited because he is going to go for his boat license through school. Where else in the world are there people who are prepared to do such amazing things with such challenging children?’

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. RHS Planning Committee comprising the Executive of both campuses organised a series of school planning workshops. These workshops involved collaborative brainstorming and resulted in developing three strategic directions for the 2015-2017 School Plan.

1. Quality teaching practices
Purpose: To ensure quality learning across our community of schools based on consistently high standards of teaching. This learning will be relevant and differentiated in order to extend our students and prepare them for life in the community.

2. Independent and confident individuals/learners
Purpose: To develop a sense of self - worth and the acquisition of skills so that the individual may reach their potential and make positive contributions to society

3. Community inclusiveness and connectedness
Purpose: To empower all stakeholders with the responsibility and accountability of ongoing community engagement

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 plan committee have determined targets for the school’s future development.

Mr Jim Myers – Principal
Ms Ewa Brzozowska – Assistant Principal
Mrs Amanda Scali – Assistant Principal
Greg Fuchs – Head Teacher
Miss Kate Kennedy – Class Teacher
Ms Glendah Lewis – Grandparent

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