Our school at a glance

Students

Rowland Hassall School provides quality education to give students the potential to become responsible and independent citizens. There are currently 35 students enrolled in the school. The school provides individualised learning programs for students with a mild intellectual disability (IM) and an Emotional Disturbance or Behaviour Disorder (ED/BD). The Western Sydney Region Student Services Placement Panel discusses all students referred to Rowland Hassall and the parents/carers are offered a place for their child. Students visit the school before enrolment to become better acquainted with the school, its facilities and programs, so that an informed decision is made to accept or reject the placement offer. There is a culture of mutual respect created by students and staff at the school.

Staff

There is one teacher and one school learning support officer (SLSO) for every seven students. There is a non-teaching Principal and two Assistant Principals, as well as a School Counsellor and a Transition Teacher.

Significant programs and initiatives

This year Rowland Hassall School has again been involved in a wide variety of programs and initiatives including the ESES project introducing iPads as a teaching tool, Outdoor and Environmental Education, Authentic Learning and Digital tools programs, Premiers Reading Challenge, Volunteering Awards and Sporting Challenge, Vocational Education opportunities and PBL.

Messages

Principal’s message

In 2012, Rowland Hassall School continued to provide a quality education, which has resulted in many outstanding outcomes ensuring our students are being equipped for life post school. During the year we were involved in many activities which have not only extended our students but also provided them with fun and enjoyment. These have included the Dance Group, Premiers’ Sporting Challenge and our environmental work we do on the Hawkesbury River.

Our Outdoor Education Program extended to a garden project where all classes were involved in activities which provided real life authentic learning situations in upgrading the gardens around the school. Another enjoyable project was our “billy cart” constructions which will be finished in Term 1 2013.

Our staff have been involved in Training and Development to increase the literacy and numeracy outcomes of our students. All students now are plotted on the NSW Literacy and Numeracy Continuums and together with their Individual Educational Plans, teaching is targeted to meet the individual goals.

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 give thanks to the parents and carers for the support they have given the staff, it has made for a positive environment for our students.

In 2012, we said a farewell to Mrs. Hornstra, who has been a teacher of long standing at the school, and thanked her for her contribution to the education of the students she taught.

We also successfully integrated the Waratah Centre into Rowland Hassall School. The Waratah Centre is a self-operating support unit at Telopea.

The staff looks forward to 2013, continuing the programs we have started and hope that all students will achieve to their potential.

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
P & C and/or School Council message

Parent Forum

Whilst there is no formal P&C, Parent Information sessions, including school planning for 2012-2014, Meet the Teacher afternoon, IEP review meetings, Education Week and NAIDOC events and various parenting forums on Cyber Safety, Centrelink, Respite care, TAFE opportunities and Post School Options, as well as an ipad training session for parents were all very successful this year. In 2013, the school will continue to work in collaboration with parents and our local community inviting new ideas and keeping everyone well informed of curriculum programs and initiatives.

Debbie Norden
Parent

Student representative’s message

We have had a wonderful 2012 with students working hard this year. The students enjoyed all the excursions that we have been on. They have been on river trips, to the V8’s, bush planting, bush walks, Reptile Park, the beach, bike riding, fishing, community gardens and many more. The students have wonderful memories of these trips. Students have also been involved in a dance competition and came second. We had a visit from Parramatta football players and interschool sport has been successful. SRC was very active this year and supported many charities, as well as running the canteen at break times.

All the year 12 students are excited to move on and we wish them “Good Luck” in their future.

Simon Wooden
School Captain 2012

School context

Student enrolment profile

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

Student enrolment profile

Records of attendance are kept through daily marking of rolls, which are checked regularly, calls home 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, regular tracking of attendance is made by executive staff and students are rewarded with certificates for good attendance at the end of each semester and at Presentation day at the end of the year. Staff 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.

Post-school destinations

Students leaving in Year 12 are supported in suitable post school options through collaborative planning with parents, teachers and the transition teacher.

All our Year 12 students have been accepted in Transition to Work programs through Ability Options, Flintwood or Break Thru Post School Services.

Year 12 students undertaking vocational or trade training

In 2012, 50% of our Year 12 students were enrolled in vocational TAFE courses at Blacktown and Granville campuses. They were enrolled in Business Services or Retail courses.
Staff information

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

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSP Non Teaching Principal</td>
<td>5.0</td>
</tr>
<tr>
<td>SSP Teaching Assistant Principal</td>
<td>2.0</td>
</tr>
<tr>
<td>SSP Secondary Specialist Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>SSP Teacher of Emotional Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>SSP Teacher of RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>SSP Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>SSP Careers Advisor</td>
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</tr>
<tr>
<td>SSP Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>SSP District School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>SSP Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.822</td>
</tr>
<tr>
<td>Total</td>
<td>15.99</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Whilst the school does not currently employ any indigenous staff members in a permanent capacity, it has collaborated with a number of indigenous consultants to work with the school.

Staff retention

In 2012, 78% of permanent staff were retained.

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>75%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>173,248.79</td>
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<tr>
<td>Global funds</td>
<td>109,383.34</td>
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<tr>
<td>Tied funds</td>
<td>125,628.08</td>
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<tr>
<td>School &amp; community sources</td>
<td>17,178.42</td>
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<tr>
<td>Interest</td>
<td>6,733.43</td>
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<tr>
<td>Trust receipts</td>
<td>2,054.70</td>
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<tr>
<td>Canteen</td>
<td>1,350.20</td>
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<tr>
<td>Total income</td>
<td>262,328.17</td>
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</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>4,317.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>168.49</td>
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<tr>
<td>Extracurricular dissections</td>
<td>8,128.59</td>
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<tr>
<td>Library</td>
<td>44.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,326.70</td>
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<tr>
<td>Tied funds</td>
<td>110,231.50</td>
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<tr>
<td>Casual relief teachers</td>
<td>24,265.18</td>
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<tr>
<td>Administration &amp; office</td>
<td>29,808.62</td>
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<tr>
<td>School-operated canteen</td>
<td>1,325.70</td>
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<tr>
<td>Utilities</td>
<td>27,009.38</td>
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<tr>
<td>Maintenance</td>
<td>14,837.25</td>
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<tr>
<td>Trust accounts</td>
<td>1,874.55</td>
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<tr>
<td>Capital programs</td>
<td>34,544.55</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>257,882.46</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>177,694.50</td>
</tr>
</tbody>
</table>

Further details concerning the statement can be obtained by contacting the school.

School performance 2012

During 2012, staff at Rowland Hassall School focused on integrating at range of ICTs into classroom programs. Each student received an iPad to as a tool for learning. Reading was assessed throughout the year using PM Benchmarking. Students also completed SENA (Schedule Early Numeracy Assessment) testing. Each teacher individualised their student’s program to reflect their individual areas of need. Staff have used Learning Continuums on Sentral to track progress and achievement in both Literacy and Numeracy.
Achievements

Arts

Dance

This year students participated in a dance competition supported by a sports grant from The School Sports Foundation. They received specialist dance sessions from a local hip hop dancer and then with support from staff, choreographed a dance to music and performed in a competition against Niland and Coreen schools. Every group member worked hard at practices and had some input into the final performance whether it was input into the music, dance moves or costumes. It was a great effort from all.

Visual Arts: Mirror project

In Term 2, students worked on a Moroccan/Aboriginal mosaic inspired by Jeannie Baker’s book “Mirror”. It was chosen as part of an exhibition at Blacktown Arts Centre and was on display throughout December 2012 and January 2013.

Sport

Premiers Sporting Challenge

In 2012, Rowland Hassall School has again been involved in a regional initiative, along with Niland and Coreen Schools, the Premiers Sporting Challenge Middle Years Project. Students have been involved in skill based sporting activities including basketball, tennis, hockey, soccer, cricket, t-ball and volleyball as well as an interschool sport competition.

This year the schools have competed at hockey, football, soccer and nukemball. A cup was awarded to the winning school at the end of each term. Students have not only learnt sport skills but also sportsmanship skills.

Other

Environmental Education

One of our most successful achievements of 2012 has been our continued involvement in an environmental project on the Hawkesbury River. Students travelled to Brooklyn in our school mini bus and then used inflatable boats to clear up rubbish and check for environmental damage along the foreshores and bush land areas surrounding the Hawkesbury River. They then reported back to oyster farmers in the Hawkesbury River catchment. The students have been recognized for their hard work and commitment in magazines such as “The Bush Telegraph”. Students have also been involved in the development of bush gardens in the school grounds and ongoing tree planting project at Glendenning.

Community Involvement

In 2012, Rowland Hassall was again involved with Parramatta Historical Society Public Speaking Competition and also exhibited artwork at Blacktown Arts Centre’s “Mirror” exhibition.
Academic

Progress in literacy

100% of our students improved their literacy skills.

On average students grew in reading ability by 5 or more PM Benchmark levels. Students were tested on fluency, accuracy, speed and comprehension.

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.

Resources such as Reading Eggs, CBB and Storymaker apps, PM Benchmark, Fitzroy and Multilit programs were used to assess and support students.

Progress in numeracy

SENA testing results proved that many of our students have a firm understanding of numeral identification, number sentences and place value.

Student engagement in numeracy was also increased significantly due to the continued use of technology in numeracy including Studyladder and Mathletics websites and a whole range of engaging apps on ipads.

Overall Rowland Hassall School has improved both in literacy and numeracy because of the student-centered approach to learning including the use of digital education. Students achieved their goals supported by structured IEP’s and individual programming.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

RoSA

In 2012, 80% of the Year 10 students successfully completed the Record of School Achievement.

Higher School Certificate

In 2012, 100% of the Year 12 students successfully completed the Life Skills Higher School Certificate.

Significant programs and initiatives

Rowland Hassall School is involved in a wide range of significant programs and initiatives, including:

Outdoor Education

In 2012, our Outdoor Education programs allowed students to learn, co operate, share ideas and engage in the curriculum out of the confines of the regular classroom. Outdoor Education excursions included Cables ski park, Maroubra Beach, V8 Supercars, local bike tracks, fishing at Hunters Hill, Fred Caterson Reserve BMX track, Monster Skate park, Parramatta park and pools, Don Bosco, the Australian Reptile Park and Olympic park.

Vocational Education

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

Group work experience saw students travelling with a teacher and a SLSO each Wednesday to Merrylands shopping centre, where students worked at K-Mart. Once again we thank these businesses for their ongoing support. In-school work experience gave the students who were in their first year of work experience a chance to familiarize themselves with expectations of them within the workplace. This year students were
involved in bike maintenance, making billy carts and in-school shopping groups. TVET and TAFE opportunities in 2012 were in retail, business and hospitality as well as support from Break Thru.

**Premiers Reading Challenge**

Over 75% of our school participated in the Premier’s Reading Challenge (PRC). Many of our students achieving a gold certificate (for four years continuous participation) and one student is on his way to a school medal if he continues to do the challenge. Students eagerly borrowed PRC books throughout the year both from our own school library as well as from Parramatta Library. Some students used their weekly Community Access excursions to supplement their books and so complete their own challenge ahead of time. The Premier’s Reading Challenge encourages all students to read and so develop a love of books and learning which can extend beyond their school life and into adulthood.

We look forward to the 2013 Challenge

**Premiers Volunteering Awards**

Throughout 2012, students in Years 9 and 10 at Rowland Hassall were involved in the Premiers Volunteering Program. Volunteering is an activity you do of your own free will to meet genuine needs. Although you often need to learn new skills and knowledge, you receive no payment or advantage for your efforts. Volunteering means you giving your own time to help others. Many students see volunteering as “doing good stuff”, putting a smile on people’s faces and generally helping out. Students have accrued hours of volunteering in school by undertaking extra responsibilities such as making and handing out sandwiches through a Breakfast Program, promoting and fundraising for Bandana Day for CanTeen, Stewart House and the Fight Cancer Foundation as well as daily raising and lowering the Australian Flag and gardening activities.

We hope to continue this program in 2013.

**Student Representative Council**

The SRC has been active this year, meeting regularly to discuss opportunities for students and organising fund raising events. They would like to thank the parents and community for their support in fundraising this year for CanTeen, Stewart House and the Fight Cancer Foundation.

**Aboriginal education**

Aboriginal Education is encouraged throughout the school curriculum. Our funding through the Norta Norta program has supported our Aboriginal students to achieve individual literacy and numeracy outcomes.

As part of an art project repainting poles throughout the school grounds, the students explored Aboriginal signs and symbols. Other Aboriginal art work that reflected Parramatta’s Aboriginal history was researched and designs were made for a mural on canvas. All students were involved through the Art elective in Term 1 and the mural hangs proudly in the school hall as an acknowledgement of support and understanding of Aboriginal culture.

Our NAIDOC celebrations for 2012 included designing art work on canvas bags, decorating boomerangs and researching bush tucker.
Students have continued to be involved in the planning and design of a Bush Tucker garden which was established through an authentic learning project in the grounds of Rowland Hassall School during 2012.

**Multicultural education**

*Digital tools in middle years English classrooms.*

This project focused on the use of digital tools in literacy activities to encourage our students to engage in 21st century learning. Students were required to develop ICT skills to produce effective multimedia texts and were taught to use specific digital tools to produce a range of interactive presentations, posters and collages.

The cross curricular program was written using Jeannie Bakers book “Mirror” as a stimulus which included Life Skills syllabus outcomes in Literacy, Numeracy, HSIE, Music, Visual Art, IPT, Aboriginal Studies and Food Technology as well as quality teaching elements and authentic learning experiences. Students participated both in class groups and in specific IPT electives building their knowledge and skills in using digital tools. They have utilised interactive whiteboards, iPads and laptops to access websites and research the differences in Australian and Moroccan culture.

**National Partnership programs**

The Priority Schools Program is an initiative of the Australian Government to improve the learning of students from disadvantaged backgrounds. In 2012, these programs included Digital Tools, Authentic Learning and Smooth Transitions.

Furthermore, 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.

All staff at RHS have incorporated iPads in their teaching and learning programs, effectively embedding the Quality Teaching Framework to improve student learning outcomes. This has resulted in highly increased engagement for students and created positive and exciting learning experiences. Successful iPad integration at school has meant students have been able to take iPads home to complete school assignments and in some cases students have shown initiative by extending themselves and reporting this back to their teachers.

**Positive Behaviour for Learning (PBL)**

During 2012 Rowland Hassall School continued to promote a strong Positive Behaviour for Learning approach to education. Students and teachers embraced the goal of our students becoming Safe, Respectful Learners and this has formed part of the Rowland Hassall School ethos over the past five years. The message that all students take from this is that being safe and respectful will assist you in becoming a diligent learner. Short targeted skill streaming lessons are held daily as consistent reminders of expected behaviours and positive strategies when dealing with difficult or unfamiliar situations.

**Progress on 2012 targets**

Curriculum and Assessment

**Target 1**

- 100% of students will improve their assessment from entry to exiting the program
• Improve teacher quality in using evidence based assessment  
• Strategically support NSW curriculum incorporating Australian Curriculum  
• Embedding the Australian Curriculum into T&L programs

Our achievements include:
• Teachers utilized standardized tools and Literacy and Numeracy Continuums to accurately record individual data on student assessment  
• Teachers have undertaken Training and Development to familiarize themselves with the NSW curriculum.

Target 2  
Leadership and Development  
All staff to develop professional development/learning plan  
All executive to increase their ability to lead and manage the school  
Teachers to move forward on the teaching standards  
Our achievements include:
• All staff have professional learning plans as a result of new developed TARS process  
• Executive have lead all staff, including SLSSO’s through Team Leadership for School Improvement K-12.  
• Professional learning sessions incorporating teacher’s standards have allowed teachers to progress in competencies.

Target 3  
Student Engagement and Attainment  
Implement a variety of attainment level programs for students to participate and gain qualifications.  
Implement proactive social development programs for students and community.  
Research all transition options for Post School Placements  
Our achievements include:
• Students have been successfully enrolled in TVET and TAFE courses.  
• PBL programs have been embedded into daily programs to support social skills development.  
• All students gained appropriate places in transition to various post school opportunities.

School evaluation  
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Teaching and Culture.

Teaching  
Background  
The school sought the opinions of parents, students and teachers about the ways in which Rowland Hassall School teaches its students. A questionnaire was given to all stakeholders to address issues such as classroom management, programs, support for students, assessment and record keeping.

Findings and conclusions  
83% of respondents said that the way the teachers’ manage their classes helps the students to learn.  
82% of respondents said that they believed what students were asked to learn was important however, only the survey indicated that only 44% said the students talked about why it is was important.  
Staff indicated the need for further development in the area of assessment.

Future directions  
In 2013, we plan to establish a policy for baseline assessment for current and newly enrolled students. Teachers are to develop further knowledge and understanding of the new National Curriculum and professional development will allow staff to be released to visit similar settings for assessment and programming development.

Culture  
Background
The school also sought the opinions of parents, students and teachers about the school culture at Rowland Hassall School. A questionnaire was given to all stakeholders to address issues such as leadership, student needs and positive influences.

Findings and conclusions
The survey indicated that staff, students and parents are very happy with the way students are praised and rewarded for achievements and successes.

100% of parents feel that the school encourages students to learn, do their best and importantly caters for all learning needs.

The majority of the school community feels that the school is continually finding ways to improve what it does, with 91% of staff responding positively to the current school culture.

Future directions
In 2013 we want to continue to provided engaging opportunities for students to achieve their best and encourage parents to be involved in decision making for further improvements through regular information sessions and parent forums.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

85% of students support what is happening at school and acknowledge their achievements and successes are celebrated.

A vast majority of the school community feel students are encouraged to learn and are engaged in a variety of innovative activities.

91% of parents feel that the school welcomes and involves new parents in school activities and the majority of staff feel that the school leaders have a positive influence on the school culture and meeting the needs of the school is their main priority.

Professional learning
Throughout 2012, all staff were involved in substantial professional learning. This included school development days, weekly staff training meetings, team and stage meetings and special initiatives to support the school's management plan and targets. Information Technologies formed a major part of professional learning at Rowland Hassall for 2012, as did active participation by all staff in Team Leadership for School Improvement K – 12. Professional learning on the Literacy and Numeracy Continuums was presented by regional staff and used to record assessment data through Sentral. Further professional learning in the Quality Teaching framework, programming and assessment was also provided using collaboratively developed proformas. In addition to this, Rowland Hassall School also provided a series of professional learning opportunities on ipad technology for our local school community.

A total of $1,326.70 was expended from the Teacher Professional Learning tied grant. In addition some professional learning was undertaken at no cost to the school, through the use of DET consultants and courses.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Curriculum and Assessment:
To provide a wide ranging inclusive curriculum.

2013 Targets to achieve this outcome include:

- Develop and implement an assessment policy that guides programming directly and implements the National Curriculum into Teaching and Learning programs
- Professional development for staff, release to visit similar settings for program development.
- Executive team to unpack the National Curriculum
- Teaching &Learning programs will embed Quality Teaching model with clear
indication of assessment for learning practices.

**Strategies to achieve these targets include:**

- Teachers develop knowledge and understanding of the new National Curriculum.
- Professional development for staff, release to visit similar settings for assessment and programming development.
- Engage a consultant to unpack the curriculum.
- Establish policy for baseline assessment for newly enrolled students.

**School priority 2**

**Outcome for 2012–2014**

Leadership and Development

Enhanced and developed leadership capacity in all staff including Principal, Assistant Principals, Teachers and School Learning Support Officers.

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

- All staff to be involved in Team Leadership for School Improvement K-12 program
- Teachers to develop and enhance ICT skills through peer coaching opportunities and collaborative planning
- All staff to identify three areas they require development in , executive to mentor in these areas

**Strategies to achieve these targets include:**

- Increased opportunity for all staff to lead school improvement through Team Leadership for School Improvement program.
- Teachers’ use of ICT is increased including the use of tablet technology for class assignments and assessment.
- Staff have a professional learning plan which reflects skills and knowledge, strengths and areas for development which supports the strategic school plan and is linked to career planning

**School priority 1**

**Outcome for 2012–2014**

Student Engagement and Attainment:

To improve overall student engagement.

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

- 90% of students will achieve their IEP behaviour goal by the end of 2013
- 90% of students in years 11-12 are enrolled in at least one accredited course relevant to their skills and aspirations by the end of 2013
- 90% of students involved in creative and flexible learning opportunities supported through an increased range in quality of student and wellbeing programs

**Strategies to achieve these targets include:**

- Adapt and modify curriculum to match individual learning needs of all students
- Developed strategies and resources for students to transition from:
  - Previous school to RHS, RHS to another setting, RHS to work, RHS to Post School Placement Regional PSP Initiative Smooth Transitions Successful Start
- Implement proactive, high quality student wellbeing programs incorporating PBL practices

**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.

Mr Jim Myers – Principal
Ms Ewa Brzozowska– Assistant Principal
Mrs Kirsty Reynolds – Assistant Principal
Mrs Katherine Muller – Class Teacher
Mrs Debbie Norden – Parent
School contact information
Rowland Hassall School
Cnr Hassall and Harris Streets
PARRAMATTA
NSW 2150
Ph: 9635 6363
Fax: 9687 1430
Email: rowlandhas-s.school@det.nsw.edu.au
Web: www.rowlandhas-s.schools.nsw.edu.au
School Code: 5411

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