

Robertson Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Robertson Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Susan Matthews

Principal

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Message from the Principal

It is a principal's role to lead the learning in their school and to make a difference in each child's life. Every school decision made must place the needs of our students first. I have been so fortunate to have a teaching and support staff that have worked with me in supporting this focus and commitment to student outcomes.

This year teachers have worked hard to increase their syllabus content knowledge and teaching practice in Mathematics and have introduced number talks into their daily teaching. Alongside this they have provided daily quality maths lessons to students along with rich mathematical experiences. This has been achieved through collaboration with our Instructional Leader, Ms Moule, who has worked with every teacher to support this learning.

This year teachers have also been familiarising themselves with the new learning progressions. These progressions allow for routine and regular observational data to be captured for each student, ensuring a focus on student progress.

For the past three years, teachers have engaged in many hours of professional learning that has laid the theory and practice that enables teachers to make learning visible to students. Teachers, as a result, articulate to students the lesson purpose and what success looks like. They are developing practices that encourage classroom discourse, collaboration and feedback. Students are developing learning dispositions that will enable them to persevere through challenging work, and recognise that effort is what determines successfulness. Teachers are using formative assessment practices to plan for teaching and as feedback to themselves about the effectiveness of their teaching, allowing adaptations and changes in teaching to occur in real time. I was extremely proud, this year, to see my staff share their practice in Visible Learning with teachers from schools within our community, evidencing the outstanding work they are doing in regard to highly effective practice.

In the past four years, many of the teaching staff have improved and enhanced their practice in teaching reading and writing. They have attended many hours of professional learning to ensure explicit teaching of reading and writing skills, the use of targeted and differentiated practice to meet the needs of all learners, utilising the engine room, and monitoring behaviours and practices that enable them to intervene for learners at their point of need.

This year Bring Your Own Device was initiated to provide more access to technology in the classroom. Teachers have been provided professional learning to develop their teaching strategies to further incorporate technology into lessons in ways that modify and redefine learning experiences.

I have been very proud of the tutoring program which commenced in 2016, in response to meeting the needs of students in Years 3 to 5, to ensure they have foundational reading and numeracy skills to access learning in the classroom. This program has seen many students 'close the gap' in Literacy and Numeracy, build confidence and function independently back in the classroom. This couldn't have been achieved without the many parent and community volunteers who have trained as tutors and given such commitment to these students week in and week out.

I am proud of Breakfast Club, offering before school care to many families over the past for years. I wish to thank the Tait's at IGA for their support of this program through weekly donations of food, the many community volunteers, and the teachers who have enabled this program to operate five days per week, every school week of the year.

Over the past four years there has continued to be an abundance of extra-curricular activities for our students – our highly acclaimed Band, our Primary choir, our Stage 2 music program funded by the P&C, Stage 3 Interrelate and Drug Awareness education, Garden Club, Premier's Spelling Bee, Reading and Sporting Challenges, in-school public speaking program culminating in the Multi-Cultural Perspectives Public Speaking Competition, and a variety of other sporting opportunities.

PBL, or Positive Behaviour for Learning program, focuses on every student striving to uphold our values of being safe, responsible and respectful. Part of this is our bronze, silver and gold wristband program to reward exemplary behaviour with the ultimate pinnacle being receiving a platinum award. This has been enhanced, in the past four years, by signage around the school to outline the expected behaviours in each setting, along with teachers developing lessons from Kindergarten to Year 6 to teach and model the expected behaviours.

The sensational Extravaganza each year continues to be a calendar highlight, where every student has a part to play in their class performance. These performances continue to get better and better each year and allows students the opportunity to hone their drama and performance skills.

The excursion program has gone from strength to strength with a day trip in K-2 and then overnight excursions in Stage 2 and 3 where students have hands-on learning opportunities to consolidate classroom learning but more importantly, learn lessons in life such as managing clothing, sleeping away from home and coping with food cooked a little differently to home.

Over the past four years, there are many things for which our staff can be justifiably proud.

They have worked collaboratively in stage teams with myself, and with our Instructional leader, Ms Moule, they have critiqued each other's practice through learning walks and responded to feed back, ensuring a culture of continual improvement so that each child is receiving the best teaching possible and makes a year's progress for every year of schooling. The students are in good hands with the highly accomplished staff here at Robertson. They are all very different people with a myriad of skills but their common goal is to provide engaging and challenging lessons that will improve student outcomes. I congratulate them and thank them for working with me these past 4 years.

I wish also to acknowledge the Robertson Public School community. Our school would not be as successful without the wonderful family and community support our students receive. Our staff and students thank the many volunteers we have assisting students through scripture, canteen, in classrooms, in tutoring, working bees, Breakfast Club, through donations and at sporting events. These all provide valuable additional support and programs for all students. Our staff and students thank our the fantastic P&C who have tirelessly fund-raised to ensure that all of our students have equitable access to school programs. I have been so fortunate to work with such a committed group of parents. I thank the parent community also for engaging with us as we worked to develop a new school plan from 2018-2020. Schools must be outward facing, inclusive organisations and it is imperative we consult and collaborate with you to ensure we are meeting community need.

Our school continues to offer our local children a happy and nurturing learning environment. Robertson Public School is not a big school, but it is still large enough to offer so much choice in the variety of extra-curricular activities. Just as importantly, we offer the chance for our students to make friends with other children who live in Robertson and for parents to make connections with other parents living in the community. This is a really important reason for students to attend their local school.

Message from the school community

Last year, I made a commitment to work harder on fundraising in 2018. I feel like we have achieved that this year. We have had a few big events, including the recent colour explosion which students and parents seemed to enjoy; plus many smaller fundraisers, including a firewood sale and our first ever sushi day. Our total funds raised is approximately \$7000 greater than last year.

Most of our executive committee remained unchanged at the AGM in March, with Jo Souter joining us in the vacant Vice President position. I would like to thank Natasha, Jo, Alice and Kathleen for their ongoing efforts this year. We also welcomed Raven Rutherford into the uniform shop coordinators role, while Jodi and Kelly-Anne continued in their respective roles coordinating the music instrument hire program and canteen.

One of our Vice Presidents, Natasha Blenkinsopp, was acknowledged this year in a NSW government initiative called the Hidden Treasures Honour Roll, which celebrates the stories of women who volunteer in rural communities. Natasha was acknowledged for her work here on the Robertson public school P&C, as well as the many other ways she serves

this great, Robertson community.

I have already mentioned our successful year in fundraising. The next obvious question is to ask what did we spend it on? I would like to take this opportunity to briefly explain why we have, as yet, been unable to deliver on some of the projects we promised. Believe me, I am just as frustrated as many of you! After a 2nd denied funding application, we have started to chip away at the new Caalong St pedestrian entrance and pathway ourselves. Some of the less noticeable, but necessary, behind the scenes jobs have been completed. However, one of the main stalling factors has been around concreting this pathway extension as well as the small slab required on which to place the new playground—size chess set. We were made aware of an opportunity to get these two concreting jobs completed with no labour costs to us. However, this opportunity has required our patience. While we want to spend the money that you all help us to raise wisely, we have set a timeline on our patience and if this opportunity does not come to fruition early next year, we will commit the necessary funds to getting both of these projects done.

We have also made an increased ongoing commitment to the school's music program. Beginning in 2019, we will be contributing 25% (or one term) of the new band coordinator's wage and we look forward to supporting the school and Mrs Horton in this way. P&C volunteers also helped with a "come and try" music afternoon this year, giving students in years 2,3,4 a fun opportunity to try different musical instruments, foster their curiosity in music and promote the music tuition program. We plan to make this an annual event.

We also continue to support many initiatives that enhance student learning including:

- Funding of recorders and recorder lessons for Stage 2 students and tuition costs associated with the Festival of instrumental music at the Opera house annually.

- Funding transport for the school swimming scheme

- Subsidising the Interrelate program for Stage 3 students

- And continuing the junior and senior music bursaries to honour Cheryl Ricketts memory

As yet, the P&C haven't provided any financial aid to the outdoor classroom initiative, but I think that's because Caren Taylor and her team are doing such an incredible job of gaining grants, funding and interest. I wish to congratulate Caren, Ms Matthews and all the garden team, including many students on their success so far. It is already looking fantastic, full of potential and the P&C will be ready to help in any way you need us in 2019.

Changing the subject back to gratitude, I would like to thank Kathleen Betts for her 2 years of service in the P&C treasurer's role. Kathleen's youngest child is off to high school in 2019 and she will step down from this role at the AGM in March. Kathleen, thank you for your efforts and attention to detail in a role that is not easy.

There are so many ways in which volunteers assist the students here and the P&C. I am thankful to all the canteen and breakfast club volunteers; Renee and Jo who coordinate the Mothers and Fathers day stalls and people behind the scenes, such as Michelle Oswald, who came up with the idea for sushi day and is a fountain of financial knowledge, helping me previously and now Raven in the uniform shop.

Almost 30 businesses around the highlands, including many from Robertson, supported the trivia night we held back in June. So many generous donations made for a fun and successful night. I also wish to sincerely thank two of our local businesses, who provide ongoing support to Robertson public school. Thank you to Tommy and Belinda of Pizza's in the Mist for their efforts in raising funds through their annual raffle for the 2nd consecutive year. And thank you to Heather, Neil and all the staff at Robertson supermarket, who support us in many ways, including this year providing much of the fundraising needed for the playground chess set through the sale of potato sacks.

Kym Haylen

P&C President

School background

School vision statement

At Robertson Public School a collaborative and visible approach to learning is evidenced by all stakeholders. Staff and students are committed to learning growth where success is achieved through high expectations, targeted use of feedback and mutual support. Teachers are assisted, through sustained professional learning, to deliver high quality researched-based best practice. We are committed to embracing technology to aid teaching and learning, enhance engagement and improve student outcomes.

School context

Robertson Public School is situated in the township of Robertson, a semi-rural town. The school is supported by the community and an active and committed P&C. The students are generally well mannered and work hard to achieve their best. They are caring towards each other and inclusive. A dedicated staff continually strive to improve on pedagogy and outcomes for students. The school has a strong music program including band, choir and performance. Other extracurricular subjects are on offer including gardening and knitting. Sport has a strong focus in the school and students have many opportunities to pursue sporting interests, develop skills and be competitive.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of our school assessment against the School Excellence Framework in the domain of Learning resulted in the school being determined as Sustaining and Growing. The introduction of the learning Progressions in Literacy and Numeracy is enabling teachers to make routine and regular observations of student learning behaviours in order to make point in time adjustments to their teaching to facilitate continual student progress. They have also facilitated conversations with students about their progress in order for students to set goals for their learning, articulate their progress and what they need to learn next to enable continual improvement. Teachers use the progressions to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Formative and summative assessments and systematic data collection have been supported by the Instructional leader and leadership team with PLAN 2 being used to track student progress K–6 in Quantifying Number and Creating texts. A filmpond video has been developed this year to support parents in understanding how teachers use the learning progressions to support tracking of student progress. Positive behaviour For Learning practices continue to support effective conditions for learning. The expected behaviours in all settings are explicitly, consistently and supportively applied across the school. A strong transition to Kindergarten supports students and families as they enter school. This has been enhanced by the development this year of a filmpond video outlining our transition to school program. The P&C welcome events, introduced in 2018 as a result of survey findings from the Community Engagement tool, are adding an extra level of support to new families.

The results of our school assessment against the School Excellence Framework in the domain of Teaching resulted in the school being determined as Sustaining and Growing. In 2018, teachers have collaborated in stage teams to co-plan, co-assess and co-critique each other's practice. Evidence informed practices are ensuring explicit teaching in Literacy and Numeracy. Daily number talk routines are a feature in every classroom as a result of teacher collaboration and professional learning in 2018, along with teachers improving and refining the explicitness of their teaching within the modelled and guided component of the Maths lesson. Learning goals and success criteria continue to support teachers to provide specific, explicit and timely feedback to students to support improved student learning. Teachers, this year, shared their practice in Visible Learning strategies with teachers in their community of schools, with very positive feedback from the community of schools in regard to this demonstration of collective efficacy. The performance and development process this year has been enhanced by the introduction of regular learning walks. It has enabled teachers to give and receive feedback in the pursuit of continual improvement. A learning culture now exists within and across the school where teachers and executive work together to be their very best. Teachers regularly engage in professional discussion, facilitated by the Instructional leader and leadership team, to improve teaching and learning in their classrooms. Formal mentoring practices in 2018 has supported every teacher to 'teach like the best' and is developing the skills of aspiring leaders.

The results of our school assessment against the School Excellence Framework in the domain of Leading resulted in the school being determined as Sustaining and Growing. The leadership team has implemented collaborative processes to ensure high expectations of teaching practice are supported and attained. Teachers have been provided individualised and professional partnerships with teacher mentors to support them through implementing changes/improvements to their practices. Capacity building within the school has resulted in 28.5% of teachers being successful, through merit selection, to promotion positions in 2018. Milestones within the strategic directions of the school plan were collaboratively developed and shared, with regular discussions at staff meetings about progress towards achievement of the goals outlined within the school plan. School resources are well managed and strategically planned. There is evidence of sound financial budgeting, resourcing and planning. The school is achieving strong value added results and demonstrates responsiveness to community needs and demands.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Research Informed Pedagogy

Purpose

To ensure evidence-based practices, with a focus on Literacy and Numeracy, are implemented in every classroom which promote differentiation and focus on high expectations for student progress. This is supported by focused professional learning and dialogue and a culture of collaboration.

Overall summary of progress

Through the research of D Siemon, J Boaler and P Sullivan it was evident that building Number Sense and classroom discourse would develop our students flexible maths strategies and their ability to reason, communicate and problem solve. To support this an instructional leader was employed, professional learning to support the evidence based practices being implemented was planned and delivered by the leadership team, external expertise through the EAfS initiative 'Building Numeracy Leadership' facilitated this, and a team of expert teachers who became the 'change champions' they developed professional learning communities within staff teams. This led to the provision of differentiated, scaffolded support to meet the varying needs of my teachers who ranged from beginning to experienced. Support included mentoring, as well as targeted and aligned professional learning, and ensured teachers were supported in their classrooms through the provision of instructional leadership, to develop their pedagogical content knowledge in order to move theoretical knowledge to experiential knowledge. The provision of shoulder to shoulder support to teachers through the employment of an Instructional leader (IL), has provided teachers with models of effective practice which are research driven, developed professional learning communities through implementing learning walks, released teachers in five week cycles to work collaboratively in stage teams, along with releasing teachers in three week cycles to work with the IL. A culture of shared focus, reflective practice, collaboration and partnerships and an ever increasing teacher capacity characterised by a focus on student learning, reflection on student assessment data and learning in collaboration with others has been developed in 2018. Providing teacher time to develop adaptive expertise and to acquire the knowledge required to be successful in implementing change has been supported through strategic financial and human resourcing.

The social capital of teachers within the school has been strengthened by supporting formal and informal partnerships and networks through mentoring, collaborative practices and providing teachers with the autonomy to develop, without judgment and with timely and supportive feedback, new learning in their classrooms. Robust discussion, listening to differing opinion and the provision of multiple layers of communication and support are enhancing this. Success is celebrated through short term wins along the journey. The implementation of learning walks has provided a process to build relational trust. Staff to be observed design the focus/goal for the observation. The team (Principal, IL and two classroom teachers) visit the lesson and make observations aligned to the focus and then co-construct the feedback and feed forward information to the teacher. This practice has not only improved the practice of the teacher being observed but has also directly improved the practices of the observing teachers.

The use of observation matrices, by all teachers, to make routine and regular observations about student learning behaviours, aligned to the Literacy and Numeracy learning progressions is enabling timely and accurate feedback to teachers about student progress and is assisting teachers to report accurately and meaningfully to parents both at three way conferences and within the end of semester report to parents. These observations and the tracking of these behaviours against the learning progressions is also enabling teachers to make learning visible to their students.

Parents have been supported to engage with teaching practices by invitations to observe Number talks in classrooms, information sessions with the Principal and through the school's development of two filmponds in 2018 to share aspects of teaching and learning occurring within classrooms, on the school website.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in Literacy.	Instructional Leader funded 5 days per week. \$106 000. Teacher release to work professionally with the Instructional Leader \$22 000	65% of Year 3 students were in the top two bands for Reading, 50% in the top two bands for Spelling and 70% in the top two bands for Writing. Year 5 students achieved above national averages for Writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers implement evidence-based practices and demonstrate continual improvements in the quality of their teaching within these practices and their ability to gather and use data to inform their practice.	Professional learning Accommodation costs and teacher relief to attend professional learning \$8500	Teacher survey data evidenced increased teacher confidence and syllabus content knowledge, along with a deeper understanding of the teaching and learning cycle, including data to inform practice. Teachers evidenced an increased ability to differentiate and to implement explicit teaching. An improved balance between time allocated to teaching Literacy and time allocated to teaching Numeracy was evidenced across all classrooms.
Increased proportion of students achieving expected growth in Numeracy.	Instructional Leader funded 5 days per week. \$ 106 000. Teacher release to work professionally with the Instructional Leader \$22 000	50% of Year 3 students were in the top two bands for Numeracy. 63.6% of Year 5 students made greater than expected growth in Numeracy in NAPLAN 2018.

Next Steps

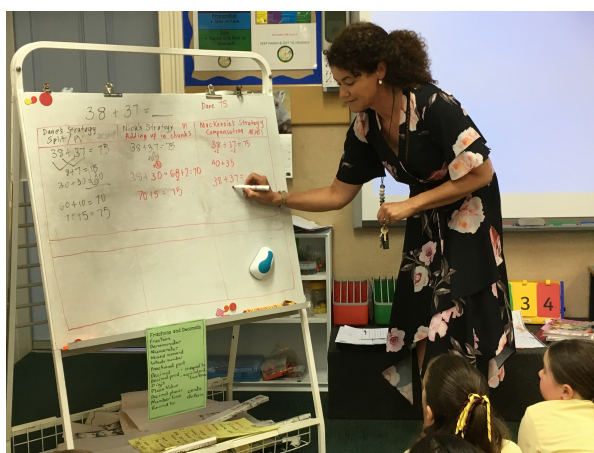
Further develop and refine data collection and analysis that supports efficient use of teacher time and provides useful and accurate information about individual, class, grade, stage and whole school student progress.

Engage in research and build teacher knowledge and capacity to support the development of a learner dispositions matrix which teachers can use to explicitly model and teacher effective learner qualities to their students which will support/enhance student engagement and wellbeing and provide a consistent approach K–6.

Ensure L3 training is provided to teachers on K–2 classes.

Ensure the leadership team continue to attend BNL (provided through Early Action for Success) to support the embedding of evidence based practices in Numeracy.

Continue to employ an Instructional Leader to work with teachers in the implementation of explicit, evidence based practices in Literacy and Numeracy.



Strategic Direction 2

Technology Enhanced Teaching & Learning

Purpose

To develop global citizens who are capable and confident users of technology in their learning and to develop the capacity of teachers to embed technology in their teaching practice as a tool to enhance teaching and learning.

Overall summary of progress

Policies and procedures for Bring Your own Device were collaboratively developed. Students were educated in cyber safety and parent and student agreements were developed. School infrastructure was upgraded to ensure it had the capacity for this initiative including purchasing a caching server, increasing wifi capacity and adopting a Mobile Device Management system. Successful implementation of BYOD in 2018 for Stage 2 and 3 is fully supported by the parent body and is now being supported by the P&C through the purchase of devices to ensure access and equity for all students. Teacher capacity to implement technology into teaching and learning in ways that modify and redefine learning for students has been supported through professional learning delivered by Apple Classroom. Baseline data in regard to the experience of students in the classroom with technology in teaching and learning has been gathered along with baseline data on students current digital literacy skills. Communication and collaboration skills are being enhanced through rich mathematical experiences which has a basis in inquiry learning. Teachers are developing rubrics with students which clearly outline increasing levels of skill development and understanding regarding collaboration and communication. Teachers are also using Seesaw as a digital portfolio that gives parents real-time glimpses into their child's school day. Seesaw is helping parents to stay in the loop and gives them an opportunity to support their child's learning at home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers, by 2020, are confidently implementing BYOD in their classroom.	\$3000 teacher professional learning	Teachers shared innovative teaching practices at a SDD in Term 2 after attending professional learning with Apple Classroom.
Majority of students are responsible, confident and capable users of technology as measured against ICAS Computer skills assessment.	ICAS assessment school funded \$1000	ICAS assessment in Digital Technologies was conducted to gather baseline data on student ICT skills and a survey was conducted of students to determine current usage of technology within teaching and learning at Robertson PS.
Majority of student digital literacy skills and communication and collaboration skills are proficient as measured against a 21st Century Skills Framework.	N/A	Research was conducted to commence the development of a 21st Century Skills Framework. A draft communication matrix and a draft collaboration matrix was developed.
Majority of all students, by 2020, bring their own device to school.	N/A	BYOD was taken up by approx. 30% of students in Stage 2 and 3 in 2018.

Next Steps

Developing a 21st Century Skill Matrix for tracking student development in communication and collaboration skill development.

Developing an Effective Learner Dispositions handbook for our school community so that a consistent language about what learning looks like is shared with our students, teachers and parents and is used to promote self-awareness, determination, persistence, responsiveness to feedback, connection and reflection, qualities that our students will require for the future.

Further provide professional learning to teachers in the SAMR model of technology integration.

Ensure students have the digital literacies required to complete NAPLAN online.

Strategic Direction 3

Community Engagement

Purpose

To strengthen family and community engagement in student learning, developing a culture of inclusion in support of our students and their learning.

Overall summary of progress

A web designer was engaged to work with the leadership team to further develop the school website. As a result, in 2018, the website has been enhanced and made more thoroughly comprehensive to ensure it provides a high level of information to parents and the wider community.

In 2018 staff have collaborated with parents and the community to create an outdoor space on our school site for our students and members of the community to use in partnership. Community expertise and skill is provided by local businesses, community groups and individuals and is facilitated by teachers to support teaching and learning activities. This was strategically resourced through a community engagement grant and an Eco Schools grant and is responding to an identified need, using the community engagement tool, to bring community expertise into the school. This project is committed to increasing engagement with the parents and wider community to form partnerships that utilise skills, knowledge and expertise along with welcoming cultural diversity of our community.

Fostered partnerships in learning between home and school by developing filmponds on a range of topics including how we teach Literacy and Numeracy, Visible Learning, the new learning progressions and our Kindergarten Orientation program. During the Kindergarten Orientation in 2018, the P&C hosted a morning tea for new parents. This was in response to findings, using the community engagement tool, that identified a need to do more to welcome new families into the school. A welcome dinner is also planned for early 2019, also in response to the survey findings.

Three way conferences have been a fundamental shift in communicating to parents what their child is learning, and how they are progressing. Students lead the conversation, facilitated by the teacher, to discuss where they are in Literacy and Numeracy and what their next steps are for learning, as well as their personal goals. In 2018, learning progression student booklets have assisted this conversation and enabled improved parent understanding of how their child is progressing and how they can assist at home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School policies and practices, learning activities and community building initiatives have been established to build a culture of welcome, inclusion and belonging that reflects and respects the diversity within the school community	Eco Schools Grant \$3500 Community Engagement Grant \$5000 Robertson Garden Club donation \$3500	The Outdoor Garden Classroom is a community initiative that is engaging teachers, students and parents, along with the Robertson Garden Club. Students were part of the design process, and in the naming of the space. A banner competition, supported by the Robertson garden Club identified the name to be given to this space. Five working bees, involving community members, enabled the design to be achieved. A welcome morning tea engaged and supported the transition of new families to the school at the school's Kindergarten Orientation event this year.
School policies, programs and practices acknowledge families as partners in their children's education. The school recognises and builds on the capacity of families to assist and encourage their children's learning in and out of school and support school goals, directions and ethos.	N/A	Three way conferences continued to support parents in assisting their child at home with their learning. Many parents attended classrooms to view Number Talks and learn more about how Numeracy is taught at each stage in primary school. Parent forums were conducted to educate parents on the new learning progressions and how they are

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School policies, programs and practices acknowledge families as partners in their children's education. The school recognises and builds on the capacity of families to assist and encourage their children's learning in and out of school and support school goals, directions and ethos.		used by teachers to routinely and regularly make observations about student progress. Two filmpond movies were developed for a parent audience. One film aimed to educate parents on how the learning progressions support teachers to track student progress and one aimed to inform parents about the Kindergarten Orientation program.
Families and community members are becoming increasingly active contributors to school decision making and planning processes. They engage in relevant activities focused on supporting student learning, school policy and practice and community building initiatives.	N/A	Parents were invited to forums at the commencement of 2018 where consultation and collaboration supported community contribution to the development of the 2018–2020 School Plan.

Next Steps

Continue to provide opportunities for parents to be involved in decision making and policy development/review.

Further develop community involvement in the Outdoor Garden Classroom activities and projects.

Provide professional learning to teachers in regard to teaching across all KLA's in the outdoor learning space.

Implement 'Friday Forum's as an informal space for parent contribution and expression of ideas with the school leadership team.

Implement the 'Homework Free' week in the middle of each term to support family time.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$660.00) • Aboriginal background loading (\$660.00) 	All Aboriginal students are supported to achieve goals within their PLP and are making progress comparable with their non indigenous peers.
Low level adjustment for disability	<ul style="list-style-type: none"> • (\$16167.00) • (\$16 167.00) 	All students are supported in the classroom to make a year's progress in Literacy and Numeracy. Differentiation strategies, quality teaching and SLSO support are key contributors to successful learning outcomes.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$27069.00) • Quality Teaching, Successful Students (QTSS) (\$27 069.00) 	Instructional Leader support achieves improved pedagogical practices and improved student outcomes in literacy and numeracy.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$18725.00) • Socio-economic background (\$18 725.00) 	All students are supported in the classroom to make a year's progress in Literacy and Numeracy. Differentiation strategies, quality teaching and SLSO support are key contributors to successful learning outcomes.
Community Consultation projects	Community Engagement Grant (\$5000)	<p>Phase 1 completed.</p> <p>The initial stage will be to lay the foundations for teaching and growing to begin within the space. The initial stage will consist of the installation of the garden beds, establishing a composting area, creating an orchard and bush tucker space, establishing a composting area, creating an orchard and bush tucker space, establishing a place for meeting and story telling, and adding in art installations.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	76	76	73	76
Girls	84	80	80	67

Enrolment numbers continue to decline. In 2018 18 students commenced Kindergarten and 36 students transitioned to high school. The Kindergarten enrolment for 2019 is currently at 11 students. All classes were composite classes in 2018. There were 6 classes. In 2019 there will be 5 classes. The student population includes approximately 5% EALD and there are currently only 2 students that identify as ATSI.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	95.9	94.5	95.9
1	94.7	95.6	94.7	96.7
2	96.4	94.9	93.3	94.9
3	95.6	95.3	92.3	92.3
4	91.9	95.9	90.4	95.7
5	96.2	92.7	95.7	95.6
6	92.7	92.7	92.6	95.2
All Years	94.6	94.8	93.8	95.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The Robertson Public School Attendance policy is regularly revisited and attendance data is monitored. Students whose attendance is raising concern are monitored and the principal regularly has conversations with parents/carers of students who are raising concern

regarding attendance. Letters are sent home to families when attendance concerns arise. If improvement is not made, a referral to the HSLO is actioned. Teachers develop rewards systems in class to encourage attendance for targeted students. 100% Attendance certificates are handed out to students at the end of the year who have had 100% attendance. Teachers mark the roll each day on ebs4. There is a system in the office for late arrival and early departures. A sick bay register supports information about student absences. The school evidences compliance with policy in regard to the systems for recording attendance, monitoring early departures and late arrivals, recording absences in semester reports, recording absences on record cards, recording attendance in Sentral daily. Regular information about attendance is included in the newsletter and families are required to complete extended leave request forms when their children are absent during term time for reasons other than illness. The executive team meet regularly to review policies and update these. The principal regularly reviews attendance data and reports on attendance in the Annual Report.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.81
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*Full Time Equivalent

The school has eight teaching staff and one SLSO. There is a Librarian two days per week. There is one full time SAM and one part-time SAO. No staff members identify as ATSI. An Instructional Leader is self-funded by the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

One beginning teacher commenced the process to work towards accreditation in 2018. This teacher was supported through mentoring, instructional leadership support, attendance at the beginning teacher conference, accreditation professional learning and a mathematics conference hosted by the Teacher's Federation. All other teachers were assisted to maintain their accreditation. This included support from the Instructional Leader, professional learning staff meetings where teachers engaged with the standards met and logged this in a personal register for on-going record keeping.

One teacher commenced working towards accreditation at Highly Accomplished. The Leadership Development Initiative provided funding to support the Principal to mentor this teacher as she worked to implement a project within the school that aimed at leading a strategy within the school plan. This project had a focus on improving the quality of teaching in Mathematics.

The principal led six hours of learning to the executive team on leading improvement, innovation and change and provided and provided insight into the professional standards for principals.

All teachers had a Professional Development Plan which included two whole school goals and one personal goal. All teachers were supported to achieve their goals.

Five teachers attended professional learning with Apple Classroom and shared this learning with the rest of the teaching staff. This professional learning provided rich teaching experiences that facilitated students to use iPads in learning in ways that redefined and modified the learning for students.

Four teachers, including the Instructional Leader and the Principal, attended Building Numeracy Leadership, an initiative with Early Action for Success, of which the school continued to self fund into in 2018. Building Numeracy Leadership, through engaging in research and professional learning, supports teachers to assist students to develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem solving skills and mathematical techniques, communicating and reasoning. This professional learning was delivered back at school to all teachers during staff meetings, through modelling in the classroom and team teaching. This team delivered differentiated, scaffolded support to meet the varying needs of the teaching staff which ranged from beginning to experienced. Teachers also collaborated, co-planning five weekly to ensure number talks occurred daily in classrooms.

Learning walks were introduced in 2018 to support teachers to reflect on their practice and respond to feedback with a focus on continual improvement. Engaging teachers in co-critiquing practice improved the practice of both the teacher being observed and the observing teacher. The social capital of teachers was

supported using formal and informal partnerships and networks through mentoring, collaborative practices and providing teachers with the autonomy to develop, without judgment and with timely and supportive feedback, new learning in their classrooms. A culture of shared focus, reflective practice, collaboration and partnerships and an ever increasing teacher capacity characterised by a focus on student learning, reflection on student assessment data and learning in collaboration with others featured in 2018.

The Principal received professional learning through the NSWPPA Principal Credential. This involved the challenge of developing a professional learning culture within the school. The actions outlined above, including learning walks, collaborative planning days, support from the Instructional leader and teacher mentors working in classrooms next door were all a result of this challenge.

Teachers continue to embed Visible Learning into their practice with one whole school goal within their PDP focused on being an evaluator of impact. This led to unpacking the Literacy and Numeracy progressions and ensuring they were described in student friendly language so that teachers could have conversations with students about their progress. The progressions were used to make routine and regular observations of student progress. Teachers used observation matrices, with success criteria developed from the progression statements to make daily, in time judgements about student learning. Teachers used these observational matrices to accurately record student progress within individual student booklet on PLAN 2 at the need of Semester One and Semester Two.

In 2018, the Principal delivered professional learning to over 35 beginning teachers and new teachers in our Community of Schools (CoS) on Visible Learning. Our school is held as an exemplar for Visible Learning practices, being invited by the Moss Vale CoS and Bowral CoS principals to showcase our school practices to their teachers and so, in 2018, my teachers opened their classrooms to over 30 teachers within our Community of Schools to share their practice.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	144,077
Revenue	1,489,965
Appropriation	1,427,752
Sale of Goods and Services	74
Grants and Contributions	59,794
Gain and Loss	0
Other Revenue	0
Investment Income	2,345
Expenses	-1,493,233
Recurrent Expenses	-1,493,233
Employee Related	-1,320,810
Operating Expenses	-172,423
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-3,268
Balance Carried Forward	140,809

The financial management on a day to day basis is the responsibility of the Principal assisted by the School Administrative Manager (SAM). The SAM performs the day to day accounting functions. The Principal liaises with the staff and the P&C at meetings to ensure consultation for financial decisions. The Finance Committee consists of the Principal, Assistant Principals, and SAM. They meet on a regular basis. All members of staff are welcome to attend.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,232,410
Base Per Capita	29,585
Base Location	9,199
Other Base	1,193,626
Equity Total	77,598
Equity Aboriginal	660
Equity Socio economic	18,725
Equity Language	400
Equity Disability	57,812
Targeted Total	28,800
Other Total	49,776
Grand Total	1,388,584

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

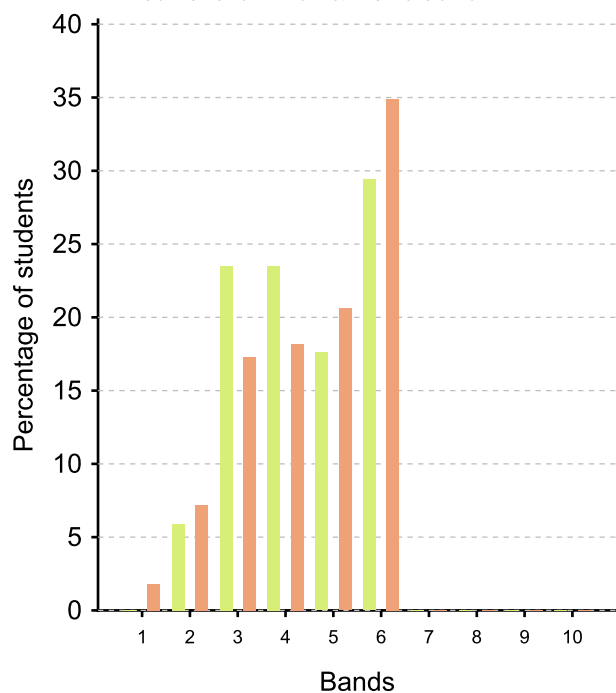
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 students achieved above national average across Reading, Writing, Spelling, Grammar and Punctuation. 65% of Year 3 students performed in the top two bands for Reading, 70% for Writing and 50% for Spelling.

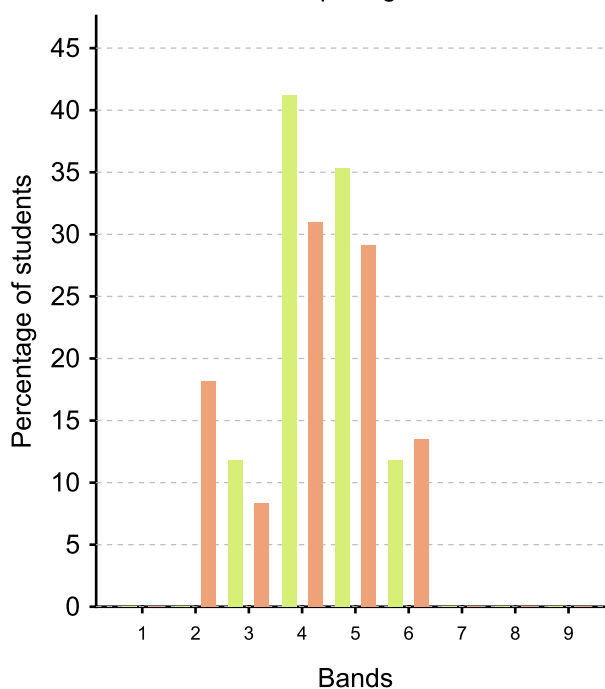
Year 5 students performed above national average in Writing.

Percentage in bands:
Year 3 Grammar & Punctuation



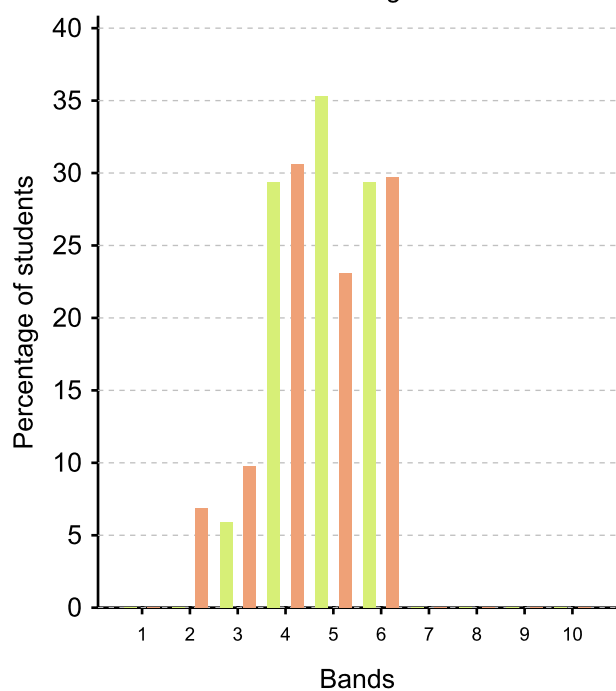
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



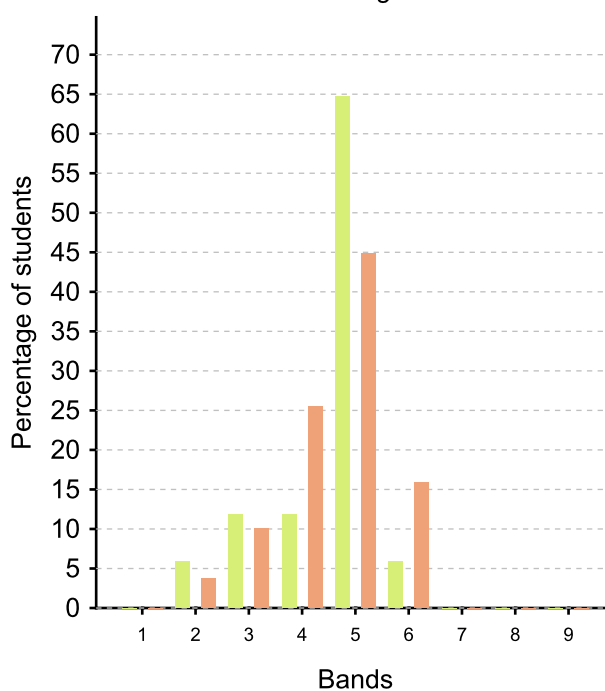
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



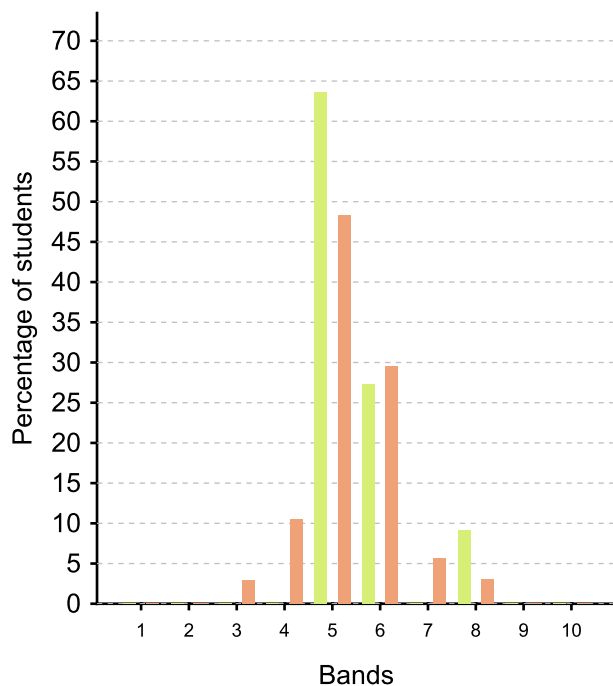
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

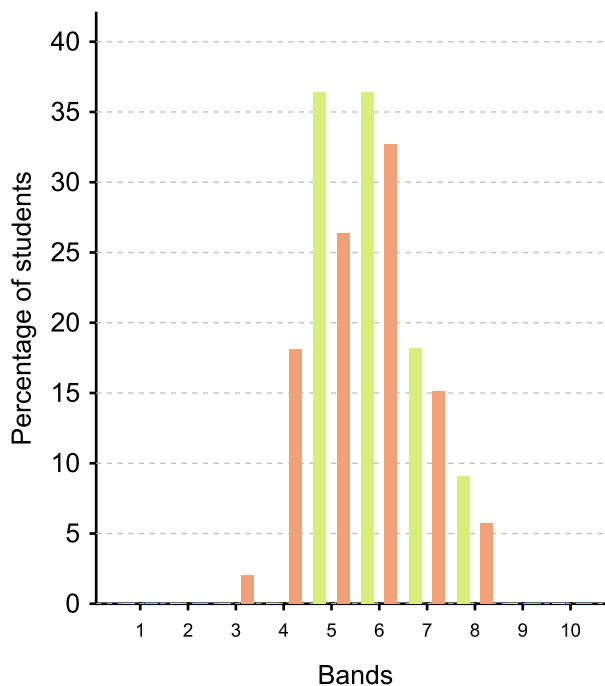
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Both Year 3 and Year 5 students performed above national average in Numeracy. 50% of Year 3 students performed in the top two bands and 64% of Year 5 students made greater than expected growth in Numeracy.

Percentage in bands:
Year 5 Numeracy

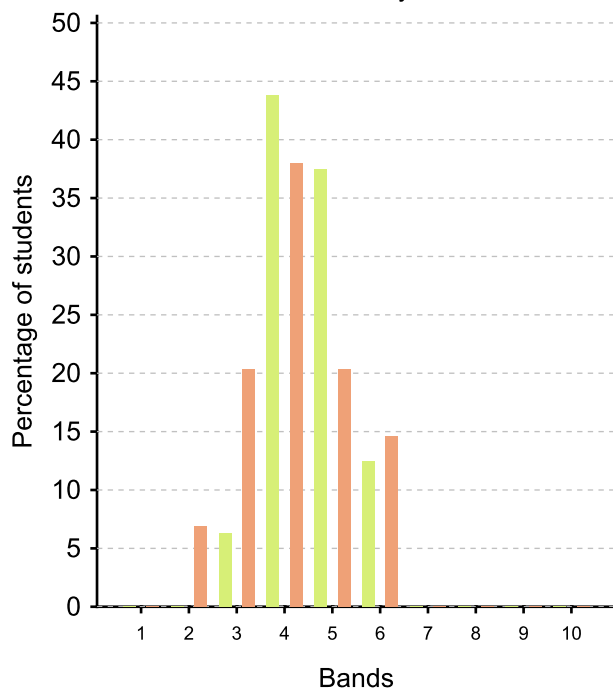


Percentage in Bands
School Average 2016-2018

There were no ATSI students in Year 3 or Year 5 in 2018.

Parent/caregiver, student, teacher satisfaction

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

At the beginning of 2018, students raised an issue (via a petition) with items of clothing within the current school uniform. A survey of students and parents ensued. The findings from the survey included 68% of parents respondents agreeing that uniform sets a standard and determines public opinion. The majority also agreed that a firm uniform policy sets a high standard. 60% of parents felt it was their responsibility to ensure their child complied with uniform policy. Most parents did not think the uniform needed greater reinforcement as students mostly complied with uniform on a daily basis. The findings highlighted that the current uniform offerings provide too much choice. 51% of parents supported the students request to wear track pants during the week in preference to the grey trousers for boys and bootleg trousers for girls and felt this would not impact on the uniform standard. Parents did agree however that for special occasions and performances the grey trousers for boys and bootleg trousers for girls should be worn in preference to track pants. 71% of parents agreed students should continue to wear black school shoes regardless. Parents also raised an historic intention to phase out the yellow polo shirts and the possibility of introducing maroon polo shirts or sports polo shirts as regular uniform.

The majority of students agreed that wearing a school uniform was important. Students were surveyed to determine the items within the uniform they found favourable and those items they did not. Girls

responded favourably to the maroon culottes, lemon blouse, white socks, maroon sports shorts, maroon polar fleece jacket, maroon check dress, maroon polo shirt, maroon broad brimmed hat and the maroon track pants. Boys responded favourably to the grey shorts, maroon shorts, maroon polo shirt, maroon polar fleece jacket, lemon shirt, maroon track pants, maroon broad brimmed hat and grey shorts. The main item of clothing that students wanted eliminated was the maroon bootleg pants for girls.

Policy requirements

Aboriginal education

In 2018, ATSI students continued to be supported with Personalised Learning Plans. These plans were completed collaboratively with the teacher, parents and students.

Late in 2018, highly celebrated author Kirli Saunders delighted our students when she visited Robertson Public School to share her books, insights on where she receives inspiration for her writing and to sow a seed in our students for a love of books and expressive writing. Kirli Saunders is a proud Gunai woman with ties to the Yuin, Gundungurra, Gadigal and Biripi people. Kirli Saunders visit inspired the students to preserve the Aboriginal culture through the written word.

NAIDOC week was celebrated through Aboriginal style art work and Dreamtime stories incorporated into classroom events. Other times of significance were also recognised at the school, including Reconciliation Week, with lessons about these events occurring across the school. The Aboriginal flag flies proudly at the school each day and an Acknowledgement of Country is given at all school assemblies.



Multicultural and anti-racism education

Multicultural perspectives are embedded in classroom teaching practices across the curriculum. Fostering knowledge, skills and attitudes through exposure to other cultures allowed students to address issues of

tolerance towards the values and beliefs of others and develop the personal responsibility and commitment needed as members of a democratic, cohesive society. Just a small number of students at this school have English as their second language. The school provided students in Years 3 to 6 with the opportunity to participate in the Multicultural Perspectives Public Speaking Competition. This state-wide competition encourages students to explore topics such as racism, multiculturalism, harmony and refugees.

Other school programs

Robertson Public School excelled in our district swimming, athletics and cross country carnivals. We also had many students gain selection in individual sports, including one student selected for the Regional cricket team and one student selected for the Regional hockey team. Four students were selected in the District hockey team. One student was selected in the district basketball team and five students were selected in the District football team. One student represented at State level for swimming and one student represented at State level for Athletics. Both boys and girls from Kindergarten to Year Six participated in the Premier Sporting Challenge soccer clinics, Gymnastrix and Hook n 2 Hockey. Stage 2 and Stage 3 students enjoyed soccer and Oz tag gala days and some students were involved in the PSSA soccer and touch football state knockouts.