2010 Annual School Report
Robertson Public School

NSW Public Schools – Leading the way
Our school at a glance

Our school is located at the eastern gateway to the Southern highlands. We are a school of almost 180 students nestled within a picturesque and supportive village community. As a mainstream public school we offer all the advantages in extracurricular activities that a large school can but within a small school nurturing and enriching environment.

Active involvement and participation of parents and community members continues to be a positive feature and strength of our school. An innovative approach to the delivery of support to targeted students based on individual assessment and quality teaching has been introduced this year through our participation in the Regional trial of the School Learning Support Program.

Students

Our school enrolment in 2010 was 177 students including 95 girls and 82 boys in predominantly multi-age classes.

Staff

In 2010 Robertson Public School had 1 Principal, 2 Assistant Principals, 5 classroom teachers and a 0.5 allocation for a School Learning Support Teacher and Reading Recovery teacher, a 0.4 Librarian, and a 0.297 allocation for Release from Face-to-face teacher.

Other staff at Robertson also included a School Administration Manager and part-time Administrators, a General Assistant and School Learning Support Officers.

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

Significant programs and initiatives

The school has implemented a number of highly successful programs to provide students with extra educational opportunities during 210. These varied activities were:

- Band
- Singing Group
- Peer support in Term 2
- University competitions
- Swimming Scheme
- Sport for Life programs in Terms 2 and 4
- Public Speaking
- Gifted and Talented days
- Sport Gala Days

All children enjoyed these varying activities supported and provided to students courtesy of the dedication of Robertson teaching staff. These activities include opportunities for leadership, enrichment, personal development and sport.

Student achievement in 2010

Literacy – NAPLAN Year 3.

Year 3 boys performed above state average in all assessed areas with 100% being placed in the top 3 bands. 80% of students overall were placed in the top 3 bands in reading, writing and spelling.

Literacy – NAPLAN Year 5.

60% students overall were placed in the top 3 bands in all aspects of literacy.

Numeracy – NAPLAN Year 3.

Year 3 boys performed well above state and SEG groups in numeracy.

Numeracy - NAPLAN Year 5

Year 5 girls performed particularly well in number, patterns and algebra
Messages

Principal’s message

Our school continues to enjoy a solid reputation for providing students with a comprehensive academic education with many engaging additional programs in a very friendly and nurturing class and play environment.

Our school vision includes the priorities of having students actively involved in appropriate, relevant and challenging learning experiences and all staff maintaining high expectations of students and themselves ensuring success for all. The students are to be commended for their consistent efforts, exemplary behaviour with positive attitudes and achievement in all Key Learning Areas.

Community involvement and support were very evident in the many well-organised and well-supported P&C activities such as our Mothers’ and Fathers’ Day stalls, Bush Dance and Biannual School Fete.

Our Reading Tutor program is a highly valued literacy support program under the guidance of our School Learning Support Teacher and continues to grow in its effectiveness in promoting reading success in early learners due to its daily volunteer parents.

Our school community supports and values the opportunities provided to our students and works in partnership with the staff to ensure a safe, friendly and happy learning environment for all our students. I would like to thank all parents for their support and efforts. Robertson has a dedicated, diligent, caring and highly skilled staff.

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.

Vivian Harrison

P & C and/or School Council message

Robertson Public School P&C during 2010 was again very active in identifying and contributing to fundraising programs and activities which benefit the school, teachers, the children and the broader community.

Members of the P&C and those parents who have assisted and contributed throughout the year deserve considerable recognition and praise for their commitment to improving the learning and extra-curricular activities of the school. Whilst many parents cannot be part of the P&C, the support they offer during the year is greatly appreciated. Whilst only a handful of parents and friends make up the P&C it is the support of parents and businesses within the community that generate the funds needed.

Fundraising activities included Fathers/Mothers Day stalls, the Family Bush dance, School Fete and Christmas Carols. It was a big year for fundraising! These activities are not only important from a fundraising perspective they are also important community events. The Fete and the Christmas Carols in particular are an important part of the Robertson Community and generate widespread interest. Despite the rain leading up to it, ‘Carols’ grew in numbers from 2009 and will continue to become one of Robertson’s more important community events.

P&C continued to contribute to a variety of class resources including interactive whiteboards, Mathletics, reading resources and funds for library and teacher aides, as well as extra curricular programs such as peer support and life education.

One of the main targets for fundraising in 2011 will be a large school notice board to be placed in the NW corner of the school (cnr Caalong St and Illawarra Hwy), and guided reading resources for the classrooms. The notice board will be used to recognise school and student achievements and to promote upcoming events. Many of the recurrent projects will continue to be funded including life education, teacher resources and library.
During 2010 we welcomed Mrs Harrison, our new principal. Mrs Harrison is obviously extremely well credentialed and experienced, and has already contributed significantly to the betterment of the school. The teaching staff must of course be congratulated for another successful year.

The teachers of Robertson PS are committed, talented and professional and their efforts in helping to shape the children to be confident and well balanced young people should not be underestimated.

On behalf of P&C I thank the teachers and admin staff for a wonderful 2010. P&C looks forward to another successful and productive year in 2011.

Andrew de Montemas
President

Student representative’s message
I look back at the seven years I’ve been at Robertson Public School and one memory stands our – walking through the front gates on my first day of Kindergarten. It’s hard to believe that time could fly so quickly. Now, here we all are sitting, wondering what we’re going to be when we’re older, wondering if we’re still going to be friends with any of the people here today and most importantly what we’re going to accomplish. Right up until this day we’ve all had the chance to enjoy a long, exciting, fun and interesting journey - through the hard and boring to the fun and the rewarding. The memories from Robertson Public School will stay with us for the rest of our lives. The good and the bad, the happy and the sad. They will be tucked away somewhere in our minds. The school motto is Truth, Honour and Courage. These works have not only helped us through school but will also help us with achievements in our life. Truth is to have the quality to be genuine and accurate. Honour is showing fairness and integrity in one beliefs and actions. Courage is to not be afraid to fight for what you believe in. We have all learnt many strengths as a group and as individuals whilst attending Robertson Public School. We will carry them with us and we will carry them with us throughout high school.

Kristen Turvey – School Captain

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>73</td>
<td>83</td>
<td>91</td>
<td>95</td>
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<tr>
<td>Female</td>
<td>86</td>
<td>83</td>
<td>90</td>
<td>84</td>
<td>82</td>
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</table>

Student enrolments over the last four years show a slight but steady increase in local enrolments.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>K</td>
<td>93.5</td>
<td>94.5</td>
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<tr>
<td>1</td>
<td>92.9</td>
<td>92.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.2</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.9</td>
<td>95.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.8</td>
<td>94.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.0</td>
<td>95.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.4</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>94.3</td>
<td>93.5</td>
<td>94.6</td>
</tr>
</tbody>
</table>

Management of non-attendance
Our school maintains regular contact with our school community through newsletter items, notes and direct phone contact reinforcing close
ties with families and maintaining satisfactory and regular attendance. Our Home School Liaison officer regularly monitors our school attendance records.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

**Structure of classes**

**Robertson Public School**

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1A</td>
<td>K</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>K/1A</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1/2MW</td>
<td>1</td>
<td>7</td>
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<tr>
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<tr>
<td>KW</td>
<td>K</td>
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<tr>
<td>2/3CJ</td>
<td>2</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>2/3CJ</td>
<td>3</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>3/4T</td>
<td>3</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>3/4T</td>
<td>4</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>4/5G</td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>4/5G</td>
<td>5</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>20</td>
<td>29</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</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>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

At present we have no indigenous members of our school workforce.

**Staff retention**

Our new Principal was appointed during Term 1 2010 and took up this position at the commencement of Term 2. Staff remains stable at Robertson however, one teacher resigned in October. A new teacher was appointed through a nominated transfer process, to commence at the start of 2011.

**Teacher qualifications**

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

Enter text here

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>78</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22</td>
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</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>70765.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
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</tr>
<tr>
<td>Interest</td>
<td>3619.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4165.75</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>309476.86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Robertson Public School continues to offer a wide variety of extracurricular opportunities for all students. These are widely acclaimed in our community with high parent support and encouragement.

Achievements

Arts

Band - The school’s successful music program continued to be implemented in 2010 involving students from Kindergarten to Year 6. Six professional music teachers were invited into our school each week to conduct lessons in their various areas of expertise. The school is fortunate to have these excellent teachers and a music centre that includes two teaching rooms as well as a performance or orchestra rehearsal room. As a result the school was able to continue to offer a wide variety of instruments from which students could choose. These included but were not limited to clarinet, trumpet, tuba, flute, drums, guitar, violin, cello and keyboard, with the latter remaining the most popular for our younger children. It is estimated that a little under one third of the school population currently learn a musical instrument and that a third of our primary students are members of our orchestra. The school’s orchestra continued to meet for rehearsals each Wednesday afternoon from 3pm til 4pm. It is a credit to our students that they freely give up this time each week after school. The main role of the orchestra is to support our students’ learning by providing a relevant purpose for their efforts. To that end the orchestra played at various functions throughout the year. It was a main feature at monthly assemblies which are open to our parents and community to attend. It also supported the P&C’s Carols by Candlelight in December while our strings section performed at the Festival of Instrument Music in June at the Opera House. Individual students also had successes. A number of students successfully sat for exams in their instrument achieving good marks, while the school was again successful in having students accepted into both the South Coast Junior Music Camp and The Southern Highlands Junior Ensemble.

Singing Group – Our Singing Group commenced during Term 2 with the initiative of two staff members, as our Choir teacher took extended leave. This opportunity was offered across K-6 with an emphasis on participation, fun, performance and modern catchy songs. Students practiced weekly in their own time with group numbers fluctuating between 60 and 75. This group performed at Whole School Assemblies, our local Community of Schools events and P&C Christmas Carols by Candlelight. Senior members of the group prepared a song from High School Musical for the annual Year 6 Graduation. As a
reward for their efforts, enthusiasm and commitment, students participated in a Ten Pin Bowling Excursion at Mittagong at the end of Term 4, which was thoroughly enjoyed by staff and students.

Sport

Our school has continued its strong commitment to the promotion of and participation in sport, fitness and health across all stages. The school participated in summer and winter sports, carnivals and gala days.

In 2010, the school fielded teams for district gala days in boys and girls soccer at Moss Vale, AFL at Robertson and touch football at Bowral. One student represented Wingecaribee PSSA District in the Senior girls hockey team at Lithgow. Our Stage 2 students participated in the Hindmarsh Cup and Stage 3 students in the Noble Cup held at Hampden Park in Robertson.

~~~~~ students represented our school at the Wingecaribee PSSA District level in swimming, four in cross country and ~~~~ in athletics. ~~~~~ students represented our District at the Illawarra and South East Regional swimming carnival and seven students at the Regional athletics carnival.

Our school maintained a stage based sporting program focussing on acquisition of basic skills, resulting in improvements in skill development, coordination and fitness levels. Students then used these skills in peer playground games during play breaks.

The successful and extremely popular Sport for Life program was offered once again for students in Years K-6 with athletics being the focus in term 2 and dance in term 4. The program continues to provide structured activities focusing on skill development, teamwork, agility, fitness and coordination.

The school hosted visiting development officers from Country Rugby League, AFL NSW where they shared their expertise and skills with our students.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

All 25 of Year 3 students sat for the NAPLAN assessments in 2010. Year 3 students and in particular, Year 3 boys have performed very well in areas of literacy. 76% of all students were placed in the top three bands for reading and no students were placed in Band 1.
A highlight was that Year 3 boys have improved 88 scale scores in writing from the 2009 data and no students were placed in Band 1.

Grammar and punctuation results were disappointing with 7 students being placed in Bands 1 and 2.

**Numeracy — NAPLAN Year 3**
56% of our students were placed in the top 3 bands with well above state and SEG average in Band 6.

**Literacy – NAPLAN Year 5**

90% students were placed in Band 5 or higher with numbers in the top two bands exceeding state and SEG averages.

Students performed very well with 30% of students being placed in the top two bands.

60% of students were placed in the top three bands.
90% of students were placed in the top four bands with 63% being placed in Bands 7 and 8.

**Numeracy – NAPLAN Year 5**

Our performance in Band 8 was higher than state average although a small number of students in Band 3 will require targeted assistance.

**Progress in literacy**

Whilst students are performing well in Year 5 their learning tasks need to be enriched to facilitate students reaching their potential.

**Progress in numeracy**

Growth is again showing an upward trend in writing.
A focus on quality teaching components in numeracy lessons will be used to address disappointing growth.

Minimum standards

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

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

| Percentage of Year 3 students achieving at or above minimum standard |
|--------------------------|---------------------|
| Reading                  | 100                 |
| Writing                  | 100                 |
| Spelling                 | 96                  |
| Punctuation and grammar  | 84                  |
| Numeracy                 | 96                  |

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

| Percentage of Year 5 students achieving at or above minimum standard |
|--------------------------|---------------------|
| Reading                  | 95                  |
| Writing                  | 100                 |
| Spelling                 | 91                  |
| Punctuation and grammar  | 91                  |
| Numeracy                 | 86                  |

**Significant programs and initiatives**

**Aboriginal education**

This year saw a marked improvement in the way the school approached the needs of its Aboriginal students by fostering a strong sense of personal identity as successful learners.

Prior to this year, few families in our community openly identified themselves as Aboriginal and while individual students’ needs were never ignored, Aboriginal students had not been placed on any special program designed specifically to improve their school performance and to raise their Aboriginal profile within the school community. However, the need to develop Personalised Learning Plans for each Aboriginal student was recognised and acted upon. Seven students were identified as students who could be involved in the program and their families contacted. In almost all cases the students’ families became involved in the process helping to develop their child’s Learning Plan. In many cases an improvement in student attitudes towards learning and an enhanced level of engagement was noted following the very first meeting. Goals were set with the support of each student’s teachers and parents with the stakeholders agreeing to meet at set intervals throughout the year in order to assess progress and identify new goals.
As part of the process, the school placed a strong emphasis on fostering a meaningful partnership between the home and the school. Planning meetings were attended by parents, teachers, students and an Assistant Principal. From all who were actively involved the response was very positive. Parents were pleased and supportive of the school’s program to promote and celebrate their students’ achievements and appreciated their inclusion in the development of PLPs. Indeed, the positive reaction of parents was one of the most pleasing outcomes of implementing the PLPs.

In October, the school nominated a number of our indigenous students in the first Illawarra South East Regional Aboriginal Awards. While we were very proud of all our students, we were particularly excited to learn that two of our students were to receive Regional awards. These students along with their parents and the Assistant Principal travelled to Batemans Bay to receive their award at the official ceremony.

Another positive change in the implementation of our Aboriginal Education Policy was the introduction of the ‘Welcome to Country’ at all major school functions. This was always delivered by our eldest indigenous student, and it is hoped that in 2011 that other indigenous students will share this role.

We hope to build on these successes in 2011 and achieve even better outcomes for all our indigenous students and their families.

**Multicultural education**

Robertson Public School promotes an inclusive school environment where students are encouraged to value and embrace difference by learning as much as possible about different cultures, customs and beliefs. We foster a sense of tolerance, respect, co-operation and understanding of all cultures by implementing informative units in Key Learning Areas with relevant and engaging resources.

**Respect and responsibility**

The nine core values of the NSW DET have been incorporated and are in line with our student welfare policy and procedures.

These values are regularly highlighted in our school newsletters. Teachers work with students to identify behaviours which demonstrate these values. Respect and responsibility are the foundation values in our behaviour management strategies.

The Peer Support Program has been implemented successfully for thirteen years. This program reinforces and promotes our core values of respect and responsibility.

An update of our schools’ Student Welfare and Discipline Policy was undertaken during the latter part of the year with a focus on increasing the celebration of academic achievement as well as exemplary student behaviour.

Annual observance of Anzac Day and Remembrance Day ceremonies is an important component of the school calendar. Our School Captains represent the school and participate in these ceremonies at community level.

**Connected learning**

The integration of computer technology into teaching and learning and administration continues to be a school focus.

During this year an additional connected classroom was installed in our new and spacious Library providing the capacity for video conferencing as well as access to state of the art Interactive Whiteboard learning opportunities.

Computers continue to be utilised and upgraded in each of our seven classrooms providing daily opportunities for research, extension and remediation.

A new server was purchased to support the school’s ever expanding technical requirements. BER building provided our school with a Communications Room in our Library and quotes are being sourced to replace existing inadequate aerial cabling with underground network cabling to improve our overall school connectivity.

**Other programs**

**Best Start**

This year saw our commencement of this state initiative to assess Kindergarten students as they commence formal instruction. Professional learning for our two Kinder teachers continued through Terms 2-4 when our school was offered a
place in the L3 (Literacy, Language and Learning) program.

Guided literacy sessions with an emphasis on delivering best practice teaching strategies whilst monitoring individual student progress were embedded in daily Kinder learning activities.

**Reading Recovery**
This year saw the commencement of this explicitly targeted reading remediation program for Year 1 students. Our nominated teacher engaged in an intensive year long program of facilitated professional training whilst supporting 16 targeted Year 1 students at Robertson during first semester and Jamberoo Public School during second semester.

Students engage in intensive one-on-one reading and writing half hour sessions over a 12-16 week time frame. The success of this quality program lies in daily practice, support from home with daily reading and effective collaborative support between the reading recovery teacher and Year 1 teachers.

**School Learning Support Program**
From Term 2 onwards, all schools in Illawarra South East Region became part of a trial of a new model of delivery of learning support to targeted students requiring assistance with behavior, movement, speech, mental health or physical disabilities.

This enabled our school to restructure previous methods of providing in-class support. Our nominated School Learning Support teacher provided focused support to classes each morning during two hour literacy sessions. Classes for support were identified through Learning Support Team discussion. Monitoring and tracking of students was improved and mentoring for teachers was established. Community members also provided additional support as reading tutors for individual students.

**Progress on 2010 targets**

**Target 1 - Literacy**

*Increase levels of literacy achievement for every student in line with State Plan and Regional targets. Improve writing, grammar and spelling.*

Our achievements include:

- Implementation of Best Start Assessment program as Kinder students commence formal academic learning. Kinder teachers participate in L3 professional learning to consolidate knowledge of best practice literacy teaching strategies.
- Purchasing multiple copies of PM guided reading resources Levels 1-16 to support the establishment of guided reading groups K-2.
- Teacher professional learning in guided, modeled and independent literacy strategies
- Development of writing and grammar scope and sequence and also a spelling scope and sequence

**Target 2 – Numeracy**

*Increase levels of numeracy achievement for every student in line with State Plan and Regional targets.*

Our achievements include:

- Review of North Coast region extended Maths scope and sequence
- Focus on mathematical metalanguage
- Focus on “working mathematically” strand to improve student understanding of the purpose of learning mathematical operations and the mental and practical processes as well as the sequences involved in problem solving

**Key evaluations**
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Maths and student welfare

**Educational and management practice**

**Student Welfare**

**Background**

Our school reviewed its Student Welfare and Discipline Policy following the arrival of our new Principal and a young student with high needs that challenged previous staff practices.

**Findings and conclusions**
- Staff inconsistencies in strategies for inappropriate behavior
- Staff familiarisation with practices concerning positive / corrective / reframing language and management practices
- Effect on students who had previously rarely witnessed sudden onset intensive oppositional behaviour
- Lack of global school expectations for behaviour in the classroom and settings within the school
- Need for an increased emphasis on positive reinforcement and recognition.

**Future directions**
- Whole staff ownership of behavior management philosophy, focus and practices
- Implementation of risk assessment and management plans for high needs students
- Identification of potential anxiety provoking school activities and transitions and addressing these where possible with SLSO support
- Learning Support Team support for staff and students
- Introduction of weekly awards to promote positive academic achievements with the provision for an accumulation of leveled awards over K-6.

**Curriculum**

**Mathematics**

**Background**

In 2010 staffs at Roberson Public School were surveyed to evaluate the school’s current programs and practices in the teaching of Numeracy within the school setting and within particular stages.

Supplementary to this, 2010 NAPLAN results and data for Maths strands within Year 3 and Year 5 have also been analysed as a part of Robertson Public School’s Management Plan.

The results of these investigations and surveys will drive the school’s future directions within the area of Numeracy.

**Findings and conclusions**

- A school scope and sequence for Maths was available but had not yet been implemented and embedded into daily best practice planning and programming
- There was a reliance on the use of textbooks rather than where students were along the Maths learning continuum thus compounding any gaps in individual acquisition of basic skills
- Further collegial discussion and training in the implementation and analysis of benchmarking and assessment tools to ensure consistency of teacher judgment from Kindergarten to Year 6 is needed.

**Future directions**

- An audit is to be conducted to locate mathematical resources and identify items for purchase
- Class based Maths kits will be developed to consolidate daily Maths learning
- Staff will engage in professional learning sessions in analyzing NAPLAN data
- Staff will integrate Interactive Whiteboard Board activities into daily Maths lessons to promote understanding and student engagement

**Other evaluations**

School Learning Support Program

**Background**

With the new Regional trial model in place it was necessary to evaluate our school’s changed delivery of classroom support.

**Findings and conclusions**

- Staff were happy with the school’s increased allocation of teacher time
- Staff preferred the regular literacy morning timeslot for support within classrooms as opposed to adhoc throughout the week with a withdrawal method
• Teacher mentoring was a positive feature in establishing guided reading groups and embedding guided reading strategies into daily teacher practice
• More students were able to be targeted in focused classrooms and monitoring of at-risk students was more effective

Future directions
• Establishing mandatory assessment practices with school decided timeframes for tracking and monitoring purposes
• Transparency of guided reading leveling practices to promote teacher consistency
• LST to consider NAPLAN timeframes and have Year 3 and 5 as focus classrooms during Term 1 of each year
• Whole staff ownership of student progress

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Parents were asked to evaluate our school in terms of how they would recommend it to a friend and how they would rate it on a scale of 1-10.

Findings and conclusions
• 100% of responses were 8 or above
• 100% of responses mentioned school friendliness and caring staff
• 80% of respondents noted our attractive native gardens or surroundings

Future directions
• Greater emphasis on “greener policies” including waste reduction and recycling
• Enabling access to learning another language

Professional learning
Executive Staff participated in weekly executive meetings with a focus on leading and managing our school. Teaching staff engaged in weekly professional learning sessions from Term 2 onwards. These focused on:
• Literacy especially guided, modeled and independent reading
• Persuasive writing text
• Preparation for semester report writing and areas on which to comment
• Learning Support Team, with Counsellor input and students for future focus
• Development of new or revised Robertson Public School policies – School Discipline, Uniform, Environment, Learning Support Team
• Development of Robertson Public School scope and sequences – COGS, Writing and Grammar, Spelling, Maths

School development 2009 – 2011

Targets for 2011

Target 1

Improved levels of literacy achievement for all students in line with State Plan and Regional targets. Improve writing, spelling and grammar

Strategies to achieve this target include:
• Embedding new Writing and Grammar and also Spelling scope and sequence in planning and programming for daily classroom literacy sessions
• Restructuring of allocation of K-2 and 3-6 reading resources
• Audit of Home Reading resources
• Sequential and thorough tracking of students through data collection.
• Engagement and high intellectual quality within daily lessons.
• Ongoing quality, meaningful TPL in Writing.
• Consistency of standards across stages utilising the five point scale for reporting,
• Implement Best Start Continuum K-2 with school based TPL.
• Opportunities for teachers to share teaching strengths through staff meetings & demonstration lessons in Literacy.
• Develop strategies to improve consistency of teacher standards across stages.
• Purchase of resources to support programs.
• Up skilling learning support officers in effective teaching of literacy.
• Flexible grouping of students to support best practice remedial & extension teaching & student achievement.
• Implement a means of tracking students effectively and accurately

Our success will be measured by:

• 75% of students grow by 1 skill band in 2011
• 95% Year 3 students in Band 2 or higher in NAPLAN; 40% in Bands 5 and 6
• 95% Year 5 students in Band 4 or higher in NAPLAN; 40% in Bands 7 and 8

**Target 3**

*Increased levels of student engagement and retention incorporating ICT practices*

Strategies to achieve this target include:

• Implement ‘Buddies’ program between Kinder and Year 6 and Year 1 and Year 5 to foster leadership and friendship.
• Implement ‘Peer Support’ program in Term 2.
• Target and focus on the ‘Significance’ element of the Quality Teaching Framework.
• Raising the profile of academic achievement throughout the school through the formal presentation of weekly awards.
• Engagement with technology through the installment of IWBs into all classrooms
• Provide and celebrate leadership opportunities for Year 6 students within school and our community.
• Celebrating student achievement in all fields as well as weekly award winners in weekly newsletters

Our success will be measured by:

• Classroom practice demonstrates that QT elements are embedded in classroom learning sessions.
• Parent surveys indicate a high satisfaction rate with student learning and enjoyment and Peer Support.

• Evidence of Gifted and Talented or remediation strategies being embedded in classroom practice for targeted students

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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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: