Our school at a glance

Students
In 2012 Robertson Public School served an enrolment of 184 students from Kindergarten to Year 6. These students participated in their learning activities in 8 classes structured around stages of learning.

Staff
Robertson Public School is characterized by staff that are deeply committed to their students and very professional. Our staff is very experienced and 75% of the teaching staff have over ten years of teaching experience.

Quality teaching and learning has continued to be the focus of the staff. This focus is built on the school’s culture of supporting the needs of every student in a caring environment. Student learning is supported by 12 dedicated teaching staff.

The Principal, together with two Assistant Principals, form the executive team. The teaching staff members are supported by three part time school learning support officers, a school administrative manager and two part time school administrative officers.

The school is well supported by our administration team. This team is to be congratulated for their willingness to work beyond their role statements to support our students, their families, the staff and the range of programs and initiatives across the school.

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

Significant programs and initiatives
2012 saw a number of programs either introduced or significantly enhanced in order to improve the quality of the teaching and learning environment whilst improving student learning outcomes. A number of these highly successful programs provided students with extra educational opportunities. These curriculum-based and extra-curricular activities were:

- Singing and Dance Groups
- Peer support and Buddy classes
- SRC
- Swimming Scheme
- Dance2bfit program in Term 3
- Multi-Cultural Public Speaking
- Gifted and Talented/Enrichment Programs
- Premier’s Sporting Challenge

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 sportsmanship.

Messages

Principal’s message
Once again we have had an educationally busy and successful year here at our school in 2012. Every day is a reminder that we teach to make a difference in a child’s life focusing on developing and supporting the quality learning programs in each classroom. As expected, there are many things for which our school can be proud this year. All teachers have participated in regular professional learning throughout the year and in particular, in the area of Maths with the valued input of a regional Maths Consultant. Kinder, Year 1 and Year 2 teachers have been involved in L3, an early intervention and support program for...
young learners focusing on language, literacy and learning. Outstanding achievements have resulted from this program with 81% of our Kinder students achieving at or beyond Kinder expectations in reading and writing. Year 1 and 2 writing has improved immensely with students regularly writing one or two pages thoughtfully sequenced using paragraphs and interesting vocabulary. Editing their own writing is a skill being successfully embedded in these early years as well as an expectation that correct spelling and punctuation must be used in all writing activities.

Years 3-6 students have produced many creative and thought provoking projects of a high standard throughout this year. I continue to be in awe of their creative talents and the pride they take in displaying their work. They love nothing more than having a captive audience whilst they explain in detail the skills they have used and where they have sourced their information. Advancing technology skills are impressive in the skills used by students in powerpoint presentations. Our 3-6 students again capably represented our school in the state multi-cultural public speaking competition and the Premier’s Spelling Bee. Our NAPLAN results again demonstrate that we have some high achieving students and many solid hard workers, with teachers continuously striving to improve our student growth from year to year with programs designed to consolidate skills, spark interest in learning and encourage students to problem solve. I congratulate my staff on their hard work, dedication and achievements. Having Science delivered across classes by the same teacher in teacher’s Release from Face-to-Face time has really raised its profile, fostered an inquisitive interest in the environment, local decision-making, our senses and movie making and encouraged student engagement in their learning.

We continue to be acclaimed for our musical programs and talent throughout the highlands schools. The number of our students who learn a musical instrument at school through our in-school tuition program supported by visiting music tutors is outstanding. Slightly more than one in three students learns a musical instrument which is phenomenal and something I would like to see continue and indeed increase. Our Band continues to steadily grow in numbers under the direction of Mrs Haworth and Mrs Ricketts and with our Year 6 students leaving for high school this will encourage our existing Band members to step up and lead our newer members. Two of our Year 6 musicians have represented us this year at the Regional Music Camp at Jamberoo. We again had our string players performing at the Opera House in August in the Mimosa Concert, which is a highlight for the year.

Sport continues to have a high profile at school whether it be our weekly school sport sessions focusing on our younger students acquiring fundamental movement skills, regular fitness activities, AFL and Rugby League skills workshops, Gala Days or carnivals. The one thing that always stands out with our students is their keenness to participate and support each other and their sportsmanship particularly when they represent our school. We are regularly congratulated for these attributes by other schools and community members. This year we participated in the Premier’s Sporting Challenge for the first time. It was just perfect for our sport-keen students with two classes achieving Diamond level and six classes achieving Gold level. This is an amazing achievement for our first year. This program also comes with a monetary grant allowing our school to purchase more new sporting equipment.

Our Year 6 students proved to be excellent Peer support leaders during Term 2 following two fun-filled training days at Fitzroy Falls preparing them
to manage small groups of 8 or 9 students ranging from Kinder through to Year 5. Hidden talents always appear in even the quietest of our Year 6 students.

Celebrating student achievement, effort and success continues to be foremost in encouraging students to take ownership of and responsibility for their own learning. It’s not about being better than everyone else, but being the very best you can be yourself. Weekly yellow class awards accumulate to earn Sapphire, then Ruby then Diamond awards from year to year. Positive behaviour is rewarded regularly through our Bronze, Silver and Gold wristband program.

Technology continues to excite our students and our school continues to offer our local children a happy and caring learning environment in a size that is just right. We are not a big school, but in contrast to our small school neighbours, we are large enough to offer choice in extra-curricular activities such as music lessons, singing and dance groups, an SRC, our own sporting carnivals and our own public speaking and spelling competitions. Just as importantly, we offer the chance to make many friends. We are a great school and we strive always to make ourselves better.

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

The P & C is a group of people who are interested in making Robertson school the best it can be. The main way that we do this is by fundraising. Throughout the year we held several fundraising events such as the trivia night and of course the Fete. The school uniform shop and canteen are also run by P & C volunteers to raise revenue that all goes back into the school to buy resources that the teachers need to help educate our children.

If you care about the education of your children then I encourage you to support all the endeavours of the P & C. Please buy your uniforms at the uniform shop, every dollar earned goes back into the class room or the schools facilities. In 2013 our fundraising efforts will be aimed at raising money to upgrade the canteen.

The P & C is not only about fundraising. Just last week we hosted the Christmas Carols, a feel good community event aimed at giving our children an opportunity to perform and for all of the community to have a good time.

The other important role of the P & C is to be a connection between the school teachers and the parents. Thank you to Mrs Harrison, Mrs Haworth, Mrs Williams and Mrs Roodenrys who regularly attend our meetings.

The P & C association committee is not an exclusive club, only a desire to work for the improvement of this school is required. New, committed, active members with fresh ideas and input are always welcome. We meet the first Tuesday of each month at 6.30pm in the school library.

I would like to take this opportunity to thank all the people that have worked hard for the P & C this year. Kathy and the many other volunteers in the canteen; Kerry & Kathy in the uniform shop, Jodi our treasurer, Mary our secretary, Moyra & Michelle our vice presidents in charge of fundraising and Allison organising the carols. I would also like to thank those that helped out at the fête and the trivia night. I would especially like to thank all the men that helped out on the BBQ.

On behalf of the P & C I would also like to recognise the hard work of the dedicated teachers that we have here. Thank you.

Jim Wilson - Robertson Public School P&C President
**Student representative’s message**

Some of my special memories at Robertson Public School are when I first arrived at this school there was so many people wanting to be my friend and I was very surprised at how friendly the people were at Robertson and that is what friendship is all about. A new person comes in to our school and is instantly surrounded by friends.

Another thing I love about our school is all of the sporting opportunities, such as swimming, cross country and athletics carnivals, soccer, cricket, softball and football.

We have enjoyed many new activities this year like our Senior Singing Group which sang at a local wedding, Dance Group, Dance2bfit and Boys only Vocal Group. We also liked the addition of some new uniform items.

We hope that we have made a difference at our school this year through things such as peer Support, SRC, looking after our younger Kinder buddies and carrying out our leadership duties. Thank you for the opportunity to be your chosen school captains.

**Tahlia McGee and Jack Falls - 2012 School Captains**

**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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
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<td>83</td>
<td>91</td>
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</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>90</td>
<td>84</td>
<td>82</td>
<td>97</td>
<td>92</td>
</tr>
</tbody>
</table>

Our student attendance data is exemplary, being well above regional and state expectations.

**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.

**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Overall our teaching staff is highly experienced with two staff members being New Scheme Teachers.

<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>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</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>0.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>10.95</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No staff member identifies as being of Aboriginal background.

**Staff retention**

School staffing remains very stable. A vacancy within the executive staff was created due to the retirement of an assistant principal at the end of 2011. A new assistant principal was appointed through merit selection and commenced at the start of 2012.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</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>30/11/2012</th>
</tr>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>75175.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>100734.49</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012**

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**

**School Music program**

The school’s successful music program continued to be implemented in 2012 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 during their primary years many of these students become members of our highly acclaimed School Band.

The school’s Band continued to meet for rehearsals each Wednesday afternoon from 3:15pm till 4pm. It is a credit to our students that they freely give up this time each week after school. The main role of the Band is to support our students’ learning by providing a relevant purpose for them to showcase their efforts. To that end the Band played at various functions throughout the year. It was a main feature at our Whole School Assemblies which are open to our parents and community to attend. It also performed at events such as the Robertson Christmas Carols. Our strings section again performed at the Festival of Instrument Music Mimosa Concert in August at the Opera House.

Individual students also had successes. A number of students successfully sat for exams in their instrument with almost all achieving honours. Once again we had students accepted into the Regional Music Camp held at Jammeroo.

Dance

This year saw the beginning of a school dance group. Students from Years 3-6 were involved in learning dances with two staff members during lunch times. Students were dedicated and enjoyed performing at Whole School Assemblies and special events such as the school fete.

Singing Groups

In 2012 our Senior Vocal Group was invited to sing at the wedding of an ex-student. Eight songs in all, including “Ave Maria” and “Hallelujah” were performed throughout the ceremony. The ensemble performed at Whole School Assemblies, Robertson Railway 80th birthday celebrations, Anzac Day ceremony, our biannual School Fete, Community Christmas Carols, Kinder Orientation for parents, Education Week, Extravaganza, Presentation Assembly and Year 6 Graduation Assembly. For the first time, our school was involved in the music program “Count Me In-Music”. This entailed learning a song "Different People" and performing it at the same time and date as 2000 other schools throughout Australia.

Our Junior Singing Group continued to grow in numbers, especially with Kinder and Year 1 students. Entertaining songs were chosen and the group performed at Whole School Assemblies. As a Robertson Public School first, 8 Year 6 boys formed a Boys’ Choir. This required them to practise in their own time and they were very enthusiastic about their performances of "Long Way to the Top", “Old Time Rock n Roll” and “Wild Thing”. The boys proudly performed at Term 4 Whole School Assemblies, Year 6 Graduation Assembly and Community Christmas Carols.

The year concluded with an excursion to Mittagong Ten Pin Bowling for all children involved throughout the year as a thank you for giving up playground time to rehearse.

Inspire Day

This day supports the partnership our school has with Moss Vale High School. Talented high school student, with high school staff, lead our Years 3-6 students in dance, singing, band or drama activities throughout this day. This incredible learning opportunity concludes with a magnificent performance for our whole school and community members.
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 2012, the school fielded teams for district gala days in boys and girls soccer at Moss Vale, AFL at Robertson and touch football at Bowral.

Five Stage 3 students participated in trials for Wingecarribee District for cricket, soccer and football. Our Stage 2 students participated in the Hindmarsh Cup and Stage 3 students in the Noble Cup playing rugby league held at Hampden Park in Robertson.

Twenty six students represented our school at the Wingecarribee PSSA District level in swimming, eight in cross country and eight in athletics. Eight students represented our District at the Illawarra and South East Regional swimming carnival, five at the Regional Cross Country carnival and six 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 school hosted visiting development officers from Country Rugby League and AFL NSW throughout the year where they shared their expertise and skills with our students.

Dance2fit was offered each Thursday during Term 3 as an extra-curricular fitness activity that also provided additional support to both staff and students in preparation for our annual Extravaganza. This program proved to be a runaway success and will continue in 2013.

Public Speaking
During Term 3 each student participates in our school based public speaking program. Students in Years 3-6 prepare a speech on their topic of choice selected from the annual NSW Multicultural Public Speaking Competition. Years K-2 prepare a short speech on a topic selected by their teacher reflecting learning taking place in HSIE. Class winners in Years 3-6 then present their speech in front of a larger peer audience.

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)

Reading – NAPLAN Year 3

Participation in the Premier’s Sporting Challenge for the first time provided excellent feedback on just how much sport or fitness activities our students actually participate in, with two senior classes achieving platinum level and the remaining six classes achieving gold level.

Almost 70% of students performed in the top three skills bands.
With 51% of students performing in bands 2 and 3, particular attention will be given to spelling using regional support.

Results are spread across all bands indicating some capable students but also those requiring a targeted program linking spelling, grammar & punctuation and writing.

Results indicate that a greater percentage of students were developing in skills as opposed to showing proficiency in writing persuasive texts.

Sound mid-range performance indicates a need for greater emphasis on working mathematically skill acquisition.
72% of students performed in the top 3 bands.

Exemplary performance in the top three bands.

Sound student performance with future emphasis to be placed on moving more capable students into Band 8.

Pleasing performance with a target of moving more students into the top three bands.
Numeracy skills have shown commendable growth.

Highly pleasingly, Robertson Public School's progress in reading skills and proficiency is steadily improving and has exceeded state expectations.

Progress in numeracy continues to steadily improve and is very close to both SEG group and state expectations.

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

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

### Significant programs and initiatives

#### Aboriginal education

This year saw the continuation of fostering a strong sense of personal identity in our Aboriginal students as successful learners at school.

The program involved Mrs Haworth and Mrs Norton in collaboration with class teachers. Personalised Learning Plans for each of our six Aboriginal students were devised and acted upon in consultation with parents, students and teachers. 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. Students were given...
incentives and then encouraged to achieve these goals within the given time frame. Mrs Norton met with the students on a regular basis (usually weekly in a ½ hour time slot) to assist them in areas of development and to check how they were progressing in meeting their goals. Each week a total of 2 hours and 20 minutes were spent with students, working on areas for improvement and developing skills related to achieving their goals (e.g. literacy comprehension tasks, times tables, fractions, reading and comprehension, journal writing and completing homework, alphabet letter and sound recognition and sight word recognition). After the mid-year review, some student’s goals were adjusted to reflect changing needs. All children have since achieved success this year on the program and all have received their incentives.

Another positive in the implementation of our Aboriginal Education Policy was the continuation of the ‘Acknowledgement of Country’ at all major school functions. This was delivered by one of our eldest indigenous students, whilst mentoring other indigenous students to share this role.

We hope to build on these successes in 2013 and achieve even better outcomes for all our indigenous students and their families.

**Multicultural education**

Multicultural perspectives continue to be embedded in classroom teaching programs providing students exposure to other cultures and different values and also raising the importance of inclusion. This is of high importance as at Robertson Public School no students identify as from a non-English speaking background.

**Other programs**

ICT and associated technologies are being used more widely across the school each year. All learning spaces, with the exception of the demountable classroom now have Interactive Whiteboards (IWB) installed and being used quite effectively as a highly motivating teaching tool. Our computer network has been upgraded this year. This has involved 1Gb fibre optic cabling now being extended to all rooms. Several rooms have also had additional data outlets installed to allow greater flexibility in using computers in the classrooms. We had 9 new computers installed in the junior classrooms. We have another 9 new computers being delivered in early 2013 which will supplement those already in the junior school. Our long term goal is to move some of our newer computers into a computer lab situation, while still leaving a smaller bank of computers in each classroom. Our infrastructure was further enhanced by the replacement of three file servers that had seen their use by date.

It has been pleasing to see some classes using technology for an increasing array of support and enrichment learning strategies to enhance student engagement and empower students in their presentation of work. They are being used as integral components in reading programs, maths programs, and for the presentation of research work using high end features of PowerPoint. Staff members have participated in professional development in using our computers and our Sentral administrative package for a wide range of administrative tasks. Students at Robertson Public School are highly motivated when using our technology and it is also gratifying to see technology being used more effectively by staff as teaching tools and for administrative purposes.
**Best Start / L3**

The Best Start initiative to assess Kindergarten Students as they commence formal instruction has been implemented successfully at Robertson Public School for 3 years.

Professional learning continued for our kindergarten teachers during Terms 1-4 with the continuation of L3 (Literacy Language Learning) program.

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

Collecting data and having professional learning discussions about the data collected to make informed teaching decisions were also embedded in daily literacy activities. As a result 81% of Kindergarten students met the text reading goal.

**SRC**

During the 2012 school year a Student Representative Council (SRC) was formed. This involved each student choosing a male and female student from their own class. New students were chosen each term so that 64 students from our school held the honour of SRC member throughout the year. These students met each fortnight to discuss any concerns students may have had and they also discussed and planned fundraising events.

The Term 1 representatives had chosen the Children’s Ward at Bowral Hospital as a charity. The SRC held cake stalls and mufti days to raise money. In December a cheque for $801 was presented to staff from Bowral Hospital Children’s Ward. What a commendable achievement!

**Peer Support**

Year 6 students were trained in how to be a Peer Support Group Leader over two days during Term 1 of 2012. In Term 2 each student was then given a group of 7-9 students from classes K-6 to lead through a variety of enjoyable activities to promote friendships, support and turn-taking. Every Monday and Tuesday they were introduced to a new lesson based around the module of “Promoting Harmony”.

Using peer support groups and organised by our SRC, a Mini-Olympiad was held in Term 3 to celebrate classroom learning about the London Olympics. This also tied in perfectly with the fact that our 2012 classes were named after Olympic host cities.

![Image of students and teacher]

Students rotated around 10 exciting and entertaining sporting activities such as hay bale hurdles, playground bike racing, shotput potato and commando crawl. One of the great successes was the leadership and support given to our younger students by their older Year 6 leaders.
Progress on 2012 targets

In working towards achieving Target 1, K-2 staff have continued professional learning in Best Start and L3. Expertise in understanding and using the Literacy Continuum K-6 is increasing as is utilizing this as a planning, monitoring and tracking tool to differentiate all aspects of the English curriculum.

Target 1

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

Our achievements include:

- All K-2 teachers involved in Best Start and L3 professional learning linking the early acquisition of reading, writing and spelling basic skills.
- Year 5 boys have improved by 72 scale scores from the 2011 data in the test aspect of Grammar & Punctuation and are 55 scale scores above the state average.
- Year 5 girls are 74 scale scores above the state average growth in the test aspect of Grammar & Punctuation.
- 68% of Year 3 students were in the top 3 bands for reading.

Target 2

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

Our achievements include:

- Continued TPL as a Focused School in differentiating maths learning tasks K-6 using school scope and sequence.
- 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.
- Stage based Maths groups K-2 to support consistent teacher judgment of skills acquisition and planning for assessment for learning.
- Embedding the understanding and use of the Numeracy Continuum for all teachers when planning, teaching, assessing and monitoring.

School evaluation

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

Curriculum – (PD/H/PE) Personal Development/Health/Physical Education

Background

As a requirement of becoming a “Live Life Well” school, an audit of current school practices in this curriculum area needed to be undertaken. Staff were very supportive of the possibility of implementing this program knowing they would work together to create a much-needed scope and sequence and obtain transparency of what was actually happening in sport and curriculum practices.

Findings and conclusions

- Sport boasts a high profile for staff, students and community.
- Students and teachers enjoyed any sporting activities.
- Students participated at a very active level in physical activities both at school and in their community.
- Although classes routinely participated in sport sessions, not all classes programmed effectively for this or participated in accompanying fitness activities.
- Students generally lacked fundamental movement skills which became evident when trying to play games relying on these in Years 3-6.

Future directions

- Develop a school based PD/H/PE scope and sequence.
• Embed “Crunch and Sip” breaks in each classroom.
• Embed a focus on teaching fundamental movement skills K-2 using “Live Life Well” program
• Participate annually in Premiers’ Sporting Challenge
• Celebrate student participation, effort and sportsmanship at school level

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. Throughout the surveys there was considerable alignment and agreement between students, parents and staff.

• 100% of parents were supportive of the wide variety of sporting opportunities available K-6 although 10% of parents believe that participation in school sport should be optional
• 100% of parents were pleased with the amount of time given to sport and the number of opportunities provided for students to participate in team sports within the Highlands
• 90% of parents were not aware that “sport” also included acquiring skills in the areas of personal development and health
• Parents wholeheartedly embraced the introduction of “Crunch and Sip” during morning learning sessions.
• 100% of staff, students and parents believe that participating in the Premiers Sporting Challenge was very worthwhile and raised the awareness of the importance of personal fitness and healthy eating.

Professional learning

Our major emphases this year have been on literacy and numeracy. All K-2 staff have participated in ongoing L3 or Best Start literacy professional learning. This has resulted in an enhanced understanding of how to incorporate the Literacy and Numeracy Continuum strategies in planning, assessing and monitoring student learning activities.

Two staff members commenced training as Curriculum Leaders in preparation for leading our school staff as well as Community of Schools’ staff in their preparation for implementing upcoming new National Curriculums in 2014.

One staff member has trained as a “No Gap No Excuses” facilitator to take our school staff and those of our Community of Schools’ small schools.

Three staff members have commenced ongoing training as facilitators to deliver learning modules to our staff in support of the Every Student Every School initiative.

All staff continued to participate in professional learning each term focusing on Maths with regional support. This comprised of tutorials for teachers in each stage allowing for deeper pedagogical discussion and planning with between session tasks.

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

• Increased proportion of Year 3 students in NAPLAN literacy at minimum standard or higher to 83%.
• Increased proportion of Year 5 students in NAPLAN literacy at minimum standard or higher to 63%
Strategies to achieve these targets include:

- Intensive in-school and in-class training through strategic support and professional development via Best Start, Focus on Reading, ISER Spelling program and regularly allocated stage.
- Quality assessment data that utilizes consistent Teacher Judgement (CTJ) to inform the direction, nature and specific approach for instruction to move students along the literacy continuum.
- NAPLAN item analysis and school based data used to identify focus areas of teaching.
- Moss Vale Community of Schools planning and shared professional learning focusing on understanding the new National Curriculum syllabus documents.

School priority 2
Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- Increased proportion of Year 3 students in NAPLAN numeracy at minimum standard or higher to 82%
- Increased proportion of Year 5 students in NAPLAN numeracy at minimum standard or higher to 83%

Strategies to achieve these targets include:

- Quality assessment data that utilizes consistent Teacher Judgement (CTJ) to inform the direction, nature and specific approach for instruction to move students along the numeracy continuum incorporating use of meta-language and a focus on working mathematically and developing mental strategies.
- Implementation of the North Coast Scope and Sequence numeracy program as well as stage-based maths groups to cater for student learning needs.

School priority 3
Outcome for 2012–2014

*Introduce PBS (positive Behaviour Systems) K-6 as part of Moss Vale Community of Schools to embed a consistent student welfare approach for staff and students.*

2013 Targets to achieve this outcome include:

- Provide academically challenging, engaging, flexible, personalized and safe learning environments.
- Enhanced understanding of school expectations.
- Enable students to experience success and receive recognition for their attainment through supportive school academic and social environments.

Strategies to achieve these targets include:

- PBS team to collate data and use this to allocate resources to cater for all identified students.
- School structures and practices respect and respond to the needs and characteristics of every student.
- Upskill staff in using Sentral database to monitor student behavior and learning progress.
- Provide appropriate information to staff about targeted students with identified special needs to promote playground harmony.
- Develop consistent teacher judgment surrounding tracking student behavior in classrooms leading to student attainment of Bronze, Silver and Gold Wristbands as part of PBS.
- Further develop leadership opportunities for students through SRC (Student Representative Council).
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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Stephen Gray - Assistant Principal
Catherine Roodenrys - Teacher
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