Robertson
Annual School Report 2013
School context

Robertson Public School is situated in the green heart of the Southern Highlands. Our school has an enrolment of 178 students and proudly provides an exemplary and caring learning environment focusing on literacy and numeracy for the village of Robertson.

Principal’s message

Once again we have had an educationally busy and successful year here at our school in 2013. Every day is a reminder that we teach to make a difference in a child’s life through 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 in the areas of literacy and numeracy. Kinder, Year 1 and Year 2 teachers have been involved in L3 and Best Start, an early intervention and support program for young learners focusing on language, literacy and learning. Outstanding achievements have resulted from this program with 90% of our Kinder students achieving at or beyond Kinder expectations in reading and writing. Year 1 and 2 reading and writing is exceptional with students working at an individual pace and entering Year 3 with a wider range of skills and improved abilities. To talk about maths in our three K-2 classes is to talk of “friends of 10” or “doubles” as strategies for mentally solving addition and subtraction problems.

Teachers in our four Years 3-6 classes have also been busy improving reading comprehension skills through the Focus on Reading Program. This also enhances understanding what a maths problem requires you to do once you have read it so will assist in developing working mathematically skills. Stage 3 students have produced a large amount of creative and thought provoking projects of a high standard throughout this year. Advancing technology skills are impressive in the skills used by Stage 2 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 as well as many solid hard workers. 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 continued to raise its profile, fostering an inquisitive interest in the environment, crystal growing, bread making and tectonic plates to explain earth’s movement to name a few of this year’s topics. It continues to be an hour each week that our students look forward to.

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. One in three students learns a musical instrument which is commendable. Our Band continues to steadily grow in numbers under the direction of Mrs Haworth and Mrs Ricketts although we will notice a big difference next year with 14 Year 6 students leaving for high school. This will encourage our existing Band members to step up and lead our newer members. Three of our Year 6 musicians have represented us this year at the Regional Music Camp at Stanwell Tops and one has played in the Southern Highlands Ensemble Band. We again had our violin and cello players performing at the Opera House in August in the Banksia 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, regular fitness activities, AFL and Rugby League skills workshops, In2Cricket, Dance2bft, Hotshots
tensions, 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 again participated in the Premier’s Sporting Challenge. It was just perfect for our sport-keen students with most classes achieving Gold level. 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 and then Ruby awards from year to year, and will potentially lead to our first Diamond award in the not-too-distant future. Positive behaviour is rewarded regularly through our Bronze, Silver and Gold wristband program. A record 65 students received a gold wristband this year and were treated to a delightful afternoon tea. A record eight students received the ultimate behaviour award at our Presentation Assembly – the Platinum award.

Technology continues to excite our students and staff consistently utilise smartboards and computers as part of their normal daily routines. A priority for next year will be the purchase of a class set of windows based tablets which will further enhance learning and make use of our newly installed wifi here at school.

None of this happens without the wonderful family support our students receive. Our staff and students thank the many volunteers we have assisting students through scripture, canteen, in classrooms and at sporting events. These all provide valuable additional support and programs for all students. We also thank you, our parents, who ensure that homework, home reading, contracts or projects are completed and that students attend school on time each day.

Our school continues to offer our local children a happy and nurturing 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 so much more choice in extra-curricular activities such as music lessons, singing and dance groups, an SRC, our own sporting teams and carnivals and our own public speaking and spelling competitions. Just as importantly, we offer the chance to make many friends. My major aspirational goal and my passion continues to be that every primary school age student who lives here in Robertson attend our school. We are a great school and we strive always to make ourselves better.

Vivian Harrison

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.

P & C and/or School Council message
The P & C is a group of people whose aim is to help Robertson school to be the best that it can be. The main way that we do this is by fundraising. Throughout the year we held several fundraising events such as BBQ’s, raffles and a trivia night. The school uniform shop and canteen services run by the P & C are the backbone of our fundraising efforts.

If you care about the education of your children then I encourage you to support all the endeavours of the P & C. Every dollar earned by the P & C goes back into the class room or the schools facilities. In 2013 our fundraising efforts have been aimed at raising money to upgrade the canteen. We are currently in the process of applying for funding grants to assist us in this endeavour. In 2014 we are aiming to complete the canteen upgrade; we also hope to see the school playground enlarged with new fencing around currently unused areas.
To achieve these things the P & C needs your help. You don’t have to be a fundraising genius, just a desire to work for the improvement of the school is required. New members with fresh ideas, energy and input are always welcome. We meet the first Tuesday of each month at 6.30 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. Michelle and the many volunteers in the canteen; Kerry in the uniform shop, Jodi our treasurer, Mary our secretary, and Moyra & Michelle our vice presidents in charge of fundraising. I would also like to thank those that helped with our BBQ’s especially Kurt, the BBQ guru.

The P & C is not only about fundraising. 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 that regularly attend our meetings.

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.

Mr Jim Wilson – President Robertson Public School P&C Association

Student representative’s message
So many great things have happened this year it was hard to choose the best thing about being school captain but being respected and looked up to by the other students, especially the younger ones, made us feel pretty special. Knowing we were role models for them has been a big responsibility but also a good one. Other highlights have been leading assemblies, selling Legacy badges, greeting and thanking visitors to our school. Having our name forever on the honour board in the office is a great honour too, which I guess is why it’s called an honour board!

We have learnt a lot as school captains but probably the biggest thing we have learnt and come to realise is that if you give respect you will get it back. You need to listen to people and help them when you can.

Some great things that happened for Nicholas this year were captaining the school cricket team and making it through to the 3rd round of the knockout comp and playing table tennis at lunchtime with the other boys.

Some highlights for Ruby were being a library monitor, a Peer Support leader, singing and dance groups, Carrington winning the swimming carnival and Robertson winning the District Swimming Carnival. Our little school Robertson winning a district carnival outright for the first time ever in any sport was very memorable. It was a wonderful feeling to be part of that team and we will never forget it – will we Nic?

As far as memorable moments go for all of our years at Robertson, it was so hard to choose as we even remember our first day of Kindergarten... seems like yesterday and how amazing that we started and are ending in the same classroom.. Camps were definitely a highlight – the sport and rec camps are so much fun and we learnt so much at camps at Canberra and Mogo. Being in the band was also a great memory – we had a great bond and have had lots of fun with Mrs Ricketts. But most of all going to the best school is what was really great about school, having the best of friends and the great school community.

Now, our advice and wisdom for the future, for the captains next year is – you don’t have to be perfect but you are role models so try to always represent the school well. For everyone else, try your hardest to keep our school the best it can be and keep its great reputation. Keep on trying to achieve your goals and aim high. Have fun and be involved in as many school activities as you can.

Thank you to all the teachers, especially those who have taught us, past and present. We have learnt so much and we have had lots of great times with you all. It has just all gone so fast.

So that’s it – our time as school captains and students of Robertson Public School is coming to an end. Signing out for the last time, Nicholas Wilson and Ruby Keat, your Robertson Public School Captains for 2013.
Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>73</td>
<td>83</td>
<td>91</td>
<td>95</td>
<td>91</td>
<td>92</td>
<td>84</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>90</td>
<td>84</td>
<td>82</td>
<td>97</td>
<td>92</td>
<td>90</td>
</tr>
</tbody>
</table>

Student enrolments have dropped this year with only 11 Kinder students. This is due to a large number of prospective students opting to enrol out-of-area in neighbouring small schools.

Student attendance profile

Our student attendance data continues to be 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.

Workforce 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 three staff members being New Scheme Teachers. Staff remains stable.

Workforce composition

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<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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 Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.7</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
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<tr>
<td>Total</td>
<td>9.665</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff member identifies as being of Aboriginal background.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>30%</td>
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</table>
Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<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>
<td>123434.37</td>
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<tr>
<td>Tied funds</td>
<td>67070.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>80687.99</td>
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<tr>
<td>Interest</td>
<td>2755.00</td>
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<tr>
<td>Trust receipts</td>
<td>4859.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>348703.33</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>11662.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>39520.79</td>
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<tr>
<td>Extracurricular dissections</td>
<td>19778.07</td>
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<tr>
<td>Library</td>
<td>9427.30</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12167.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>67076.22</td>
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<tr>
<td>Casual relief teachers</td>
<td>38153.42</td>
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<tr>
<td>Administration &amp; office</td>
<td>32235.71</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>22257.25</td>
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<tr>
<td>Maintenance</td>
<td>12075.38</td>
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<tr>
<td>Trust accounts</td>
<td>4749.50</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>269103.81</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>79599.52</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013

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

Achievements

School Dance Groups

2013 saw the formation of two dance groups at Robertson. A senior girls and a separate senior boys. Participation was in lunch/recess breaks with children giving up much of their own time without hesitation. The girls group consisted of more contemporary steps to songs such as Disturbia by Rhianna and Lindsay Stirling’s “Good Feeling” - violin remix. These dances were performed at Whole School Assemblies and the Uniting Church for the Biggest Morning Tea.

The boys combined the singing group with four dancers, brave enough to attempt One Direction dance routine, “What makes you so beautiful?” A group of 16 boys brought the house down with their performance of The Blues Bro. What they lack in talent they certainly made up for in enthusiasm. Our dance troop performed in Moss Vale High School’s CAPA concert in Education Week.

Vocal Groups

K-2 children were invited to join the junior singing group. They performed at Whole School Assemblies and the Biggest Morning Tea, with a repertoire of unusual songs such as Humpty Dumpty Rap and the Ghoulie song, just to name a few.

Our Senior vocal Ensemble boasted approximately 45-50 girls and 1 boy. Songs were chosen to showcase harmonies and the voices of some very talented students. They also performed at Whole School Assemblies, community Biggest Morning tea, Presentation Day, Graduation and our Anzac Day service. We were lucky enough to have a student perform an introduction to an Anzac song, playing the bagpipes.

Boys singing group were more rock inspired songs. They always had a good time. After all the
time students gave up in lunch and recess breaks, all the dancers and singers, in total 62, were rewarded with ten pin bowling.

“Inspire” Day

For the third year running, Robertson PS were invited to participate in a program run by Moss Vale High School called “Inspire”. This program is designed to focus on gifted and talented students in the area of music: vocals and band, dance, drama and djembe drums. We have been lucky enough to include all students from Years 3-6 and 115 students took part on Monday, 3rd June. 55 high school students also attended as mentors. Students created, learnt and rehearsed performances that were later presented to an audience at the conclusion of the day. The response from students taking part and the parents in the audience was overwhelming. Looking forward to the next inspire day in 2014.

SRC

Our school SRC is made up of two students from each class chosen each term by the students. Each student is asked to pick a boy & a girl without voting for themselves. We hold fortnightly meetings run by Year 6 with Year 5 as secretary. At the beginning of each year a charity is chosen to support during that school year. In 2013 the students chose ‘Steward House’ as their charity.

During Term 1, 2013 our SRC was asked to also support the NSW Police by taking out an advertisement for our school in their magazine. Hence our fundraising for Stewart House did not begin until Term 2. We held various ‘Mufti Days’ and in Term 4 we made a coin trail which we tried to run from our front gate all the way to our library. We almost made it and may try again in 2014.

Our SRC also organised to ‘fix’ some things around the school such as the ends of our cricket pitch so that large holes were no longer. We were also in the process of having handball squares painted under our COLA and surrounding concrete areas.

PBS (Positive Behaviour for Success)

2013 saw the initial introduction of PBS into our school. A committee was formed (being a small school all staff members form the committee) and our mission statement written: Robertson Public School is a safe, inclusive environment where we value respect, responsibility and resilience. Our mission is to encourage and support our children to achieve their full potential.

Along with our mission statement our three school rules were implemented: to be safe, to be responsible and to be respectful. Each rule was broken down into smaller weekly focuses so the students were able to get a thorough understanding of each rule. As a result there was a significant reduction in the number of children on detention.

Raffle tickets were handed out to the students following our rules and each week 7 tickets were drawn and the winning students were acknowledged in our school’s weekly newsletter. Each week all the raffle tickets were collected and placed in our large container with our target level. As a result of the number of tickets collected over the year, the staff were able to reward all students with an afternoon of fun outside activities.

The SRC conducted a logo completion for the students to design our school’s PBS logo. The winning logo will be used in 2014 on all matters relating to PBS.

At the end of the 2013 the committee decided that in 2014 to introduce a PBS award for our whole school assemblies. One student from each class will receive it.

One of our goals for 2014 is to decide on the placement and design of our PBS signage.
PBS (Wristband Perspective) – Our school continued in 2013 with our discipline/reward system of in class stamps to reward good behaviour. Our students receive a bronze wristband at daily assembly once they have gained 15 stamps, a silver wristband once they have received 30 stamps and gold when 45 are received. When a student has received 60 stickers they receive a platinum certificate at our end of year Presentation Assembly. During 2013 a record number of students received gold wristbands and a record number also received platinum status.

Tin whistle Band

On behalf of the Diamantina Whistle Band I would like to thank the Robertson Parents and Citizens for supplying the tin whistles/Irish penny whistles. The whole class is grateful to Kirrily Horton for sharing her skills and talents every week.

We started the year with 26 Year 3 & 4 children who had a wide range of musical skills and after a year of lessons and practice became a talented “Tin Whistle Band” that have composed and played their own music.

Diamantina Whistle Band has brought entertainment, joy and fun to school and community audiences. A successful team effort!

Sport

What a busy sporting year we have had! We had a great start to the year with our swimming team winning overall at the Wingecarribee District Swimming Carnival and with a record 12 swimmers then going on to represent our district at the ISER Regional Carnival at Dapto. We had our first ever swimmer, a talented breaststroker go on to represent our region at the NSW State Swimming Championships!

In athletics we also did very well, coming home with the 'handicap trophy' and 11 students going all the way to Canberra to participate at ISER Regional level at Bruce Stadium. We hosted the District Cross Country, which was very successful due to some wonderful help from some very dedicated parents. Again our own students did us proud with 3 students making it to ISER Regional Carnival.

As well as the carnivals, students in Stage 3 were given the opportunity to participate in cricket and soccer state knockouts. Our cricket team made it to round 3 with wins against Minnumurra Public School and Albion Park Public School. Our boys and girls soccer teams travelled to Goulburn for the day and played 4 games each, with both teams playing some very close, entertaining games and displaying great sportsmanship. Our rugby league boys also participated in the Hindmarsh and Noble Cups competitions and for the first time, we also entered a girls team.

This year the whole school participated in the extra-curricula programs of 'in2cricket', 'Dance2bfit' and 'Tennis Hotshots'. All programs were run very professionally and our students have all been able to consolidate their fundamental motor skills and hand eye coordination through these activities. With the completion of In2cricket, Stages 2 and 3 also had the privilege of participating in a Gala Day and we had the pleasure of having two Australian cricketers visit our school.

Robertson Public School is proud to be part of the Premier’s Sporting Challenge, where in term 3 all students kept a record of their daily fitness. In return, for encouraging our children to be healthy and fit, our school received sporting goods to continue to provide fun activities to keep our students fit and active.
Garden Club

The garden club started with a help from an outside organisation which provided two garden beds and a range of tools and seeds to start growing plants and flowers. From there we have had parent volunteers and two staff to help run the garden club with around 20-35 children turning up each week. The children come to garden club in their own recess time and are involved in weeding, watering, planting, pest control and harvesting a range of fruit vegetables including carrots, celery, tomatoes, spinach, shallots and strawberries to name a few. Children were rewarded for their efforts at the end of the year with a cooking experience where they could choose food produced from the garden to put on a mini pizza. It has been an excellent activity for children to see the fruits of their labour and to also appreciate where food comes from. It has increased children’s understanding of how long it takes for plants to grow and the children in the garden club demonstrate a good knowledge of different types of plants and what plants need to grow.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.0</td>
<td>4.0</td>
<td>16.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.6</td>
<td>10.6</td>
<td>20.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.4</td>
<td>8.2</td>
<td>15.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
</tr>
</tbody>
</table>

Year 3 Boys are 24 scale scores above the state average in the test aspect of Reading.
Year 3 Girls have improved by 56 scale scores from the 2012 data in the test aspect of Spelling.

Writing performance is steadily improving each year with our goal to bridge the gap between school and state performance.
Our highest percentage yet of students achieving in Band 6.

NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>381.8</td>
<td>405.1</td>
<td>399.7</td>
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Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>4.0</td>
<td>44.0</td>
<td>28.0</td>
<td>12.0</td>
<td>8.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>4.1</td>
<td>13.8</td>
<td>25.2</td>
<td>24.4</td>
<td>22.0</td>
<td>10.6</td>
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<tr>
<td>SSG % in Bands 2013</td>
<td>2.3</td>
<td>7.0</td>
<td>22.5</td>
<td>28.5</td>
<td>26.1</td>
<td>13.7</td>
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<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>9.7</td>
<td>22.7</td>
<td>27.8</td>
<td>23.0</td>
<td>13.3</td>
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</tbody>
</table>

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>502.4</td>
<td>509.7</td>
<td>500.6</td>
</tr>
</tbody>
</table>

School percentage in Band 8 is above state which is commendable.

Steady improvement up out of bottom 2 bands into higher bands.
Spelling continues to be an area of focus in Stage 3 to improve strategies and knowledge.

Year 5 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>475.4</td>
<td>510.1</td>
<td>499.7</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>11.1</td>
<td>7.4</td>
<td>33.3</td>
<td>29.6</td>
<td>14.8</td>
<td>3.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>7.6</td>
<td>11.8</td>
<td>27.7</td>
<td>26.1</td>
<td>17.7</td>
<td>9.2</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.7</td>
<td>8.1</td>
<td>19.8</td>
<td>28.6</td>
<td>26.2</td>
<td>13.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.9</td>
<td>9.2</td>
<td>21.7</td>
<td>26.2</td>
<td>23.1</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Steady improvement up out of bottom 2 bands into higher bands.

Year 5 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>495.3</td>
<td>516.4</td>
<td>501.3</td>
</tr>
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</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>7.4</td>
<td>7.4</td>
<td>22.2</td>
<td>37.0</td>
<td>11.1</td>
<td>14.8</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>7.6</td>
<td>8.4</td>
<td>21.9</td>
<td>21.9</td>
<td>22.7</td>
<td>17.7</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>3.1</td>
<td>8.2</td>
<td>19.6</td>
<td>22.2</td>
<td>26.1</td>
<td>20.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>5.8</td>
<td>10.9</td>
<td>23.0</td>
<td>21.4</td>
<td>21.4</td>
<td>17.4</td>
</tr>
</tbody>
</table>
Year 5 Boys are 50 scale scores above the state average growth in the test aspect of Writing.

NAPLAN Year 5 - Numeracy

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>474.7</td>
<td>496.0</td>
<td>490.1</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.8</td>
<td>26.9</td>
<td>26.9</td>
<td>23.1</td>
<td>11.5</td>
<td>7.7</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>6.8</td>
<td>11.9</td>
<td>26.3</td>
<td>27.1</td>
<td>15.3</td>
<td>12.7</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>4.3</td>
<td>13.1</td>
<td>27.3</td>
<td>28.9</td>
<td>12.3</td>
<td>14.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>6.3</td>
<td>17.0</td>
<td>25.9</td>
<td>24.8</td>
<td>11.8</td>
<td>14.2</td>
</tr>
</tbody>
</table>

Steady improvement up out of bottom 2 bands into higher bands. Stage 3 are focusing on working mathematically to solve problems and improving mental computation strategies.

Other school based assessments

Best Start / L3

The Best Start initiative to assess Kindergarten Students as they commenced formal instruction has been implemented successfully at Robertson Public School for the last 4 years.

Professional learning continued for our kindergarten teacher during Terms 1-4 with the continuation of L3 (literacy Language Learning) program. Some of our Stage 1 teachers had attended 3 half day professional learning sessions on some of the pedagogy relating to L3.

Guided literacy sessions with an emphasis on delivering best practice teaching strategies whilst monitoring individual student progress were embedded in daily Kindergarten/Stage 1 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 90% of Kindergarten students met the text reading goal.
**Significant programs and initiatives**

**School Music program**

The school’s successful music program continued to be implemented in 2013 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 dedicated music room 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 learns a musical instrument.

The school’s Band continued to meet for rehearsals each Monday 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. It was a main feature at monthly assemblies which are open to our parents and community to attend. Our strings section again performed at the Festival of Instrumental Music Banksia 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 Illawarra and South East Region Music Camp held at Stanwell Tops and we had a student involved in the Southern Highlands Music Ensemble.

**Band**

The school’s successful music program continued to be implemented in 2013 involving students from Kindergarten to Year 6. **Five** 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

In Science, children in Early Stage 1/Stage 1 have studied how objects move, what objects are made of, how food comes from the farm and onto our plates and the topic of weather. In Stage 1 the children have studied types of materials, forces of push and pull, mini beasts in our school and water usage and collection. Stage 2 children have studied hot and cold with crystal growing, forces of gravity and magnets, survival of emperor penguins and how day and night happens. In Stage 3 children have studied changing materials with crystal growing, light and the light spectrum, microorganisms including yeast and mold and how earthquakes happen.

In all stages children are encouraged to engage, explore, explain, elaborate and evaluate, following the model in the Primary Connections programs. Two new curriculum programs from each Stage were trialled for transition into the new curriculum for 2015. The most successful were the ones based on the Primary Connections and this has become the focus for future planning. One Science event that the children
participated in this year included the Crystal Growing Competition at Canberra University where nine out of ten entries were chosen to be displayed and one was chosen for a Highly Recommended award. The other event was an in-house Science day where children moved from class to class doing Science experiments run by different teachers. Both events were greatly successful and created a high level of engagement and learning for children involved.

Technology

2013 has seen further developments and growth in our use and expansion of technology across the school. We have been able to purchase full site licences for the most current educational programs from EdAlive to enhance class work in literacy and numeracy. We have also recently installed the latest state of the art WiFi computer network access across the whole site. Early in the year, we were issued with eighteen new desktop computers, the bulk of which were allocated to the junior school, while some sections of the senior school had their equipment enhanced.

In the junior school, this has allowed the computers to be used every day as part of the L3 literacy program. The senior has seen growth in the use of computers in the fields of desktop publishing, internet based research work, literacy and numeracy work and PowerPoint presentations of research tasks.

Our new WiFi access allows staff and students to access the network using laptops and tablets without having to be ‘hard wired’ to the network. This will allow greater flexibility of technology use.

Future directions: We have ordered a class set of Windows based tablet computers, which should be delivered some time in term one of 2014. This will allow classes to have a more flexible approach to technology use, enabling teachers to give computer lessons to the whole class at once in a ‘computer lab’ type of environment.

Students will continue to develop skills across a broad range of technological applications.

Focus on Reading

During 2013, five of our primary staff undertook professional development in the Focus On Reading program. This program helped staff to ‘focus’ on the way that reading, and particularly reading comprehension is taught in senior classes. While much of the discussion in the four full day sessions revolved around programs and methods already used, staff looked at refining them to make them more uniform in language and presentation across the school. Staff were encouraged to practise the use of these specific terms and practices in their classes. Terms such as ‘Visualising’, ‘Inferring’, ‘Predicting’, ‘Linking’ and ‘Questioning’ were heard regularly in all primary classes as a result.

Premier’s Spelling Bee

Once again, during 2013 Robertson Public School participated in the Premier’s Spelling Bee. All primary classes participated, with each student being tested on a random list of words taken from the lists provided by the Premier’s Department. The top four students from each class then participated in our school’s stage finals, with two students from each of stages two and three selected to move onto the regional finals. All students performed admirably at the regional finals.
Public Speaking

The Multicultural Perspectives Public Speaking (MPPS) competition was again held across the primary grades. All students in these grades prepared and presented a speech to their respective classes. Students had a wide range of topics to choose from, all with a multicultural theme. Stage three students were aiming to speak for four minutes, while Stage two students had a three minute target. Two students from each stage, went on to the regional finals at Mount Terry Primary School after competing in our school finals. There they had to not only present their prepared speech, but also had to give an impromptu speech with only five minutes preparation time – a very difficult task for most adults! Our students excelled, with one receiving a highly commended certificate.

To assist with the development of public speaking skills at Robertson, all students from K-6 were required to give a speech in class. Extra teacher resources have also been purchased to help teachers develop public speaking skills in their students across all grades.

Curriculum Leaders

In late 2012, and through 2013, the two Assistant Principals from Robertson Public School participated in a range of professional development activities aimed to help them led the rest of the school staff through changes and developments in the school curriculum. The main areas of work were in spelling and the new national curriculum in English, with English being the highest priority, as implementation in 2014 is compulsory – the spelling work was ‘put on the back burner’ for a while.

Staff were led through sessions on the background and rationale for the new English curriculum, then how the new curriculum is different from and the same as the old one. Staff then worked on developing units of work for their classes based on the new curriculum, and were asked to share their results with the rest of the staff. Finally, staff were asked to discuss and develop a scope and sequence to implement the new curriculum in 2014. Staff were able to find a very good one developed by another school that most were very happy with. The assistant principals have then taken this scope and sequence and ‘tweaked’ it to ensure it incorporated the few changes suggested by the teaching staff from Robertson. It will be implemented along with the new English curriculum in 2014.

Aboriginal education

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

Personalised Learning Plans for each of our five 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 and their teachers took time together to work on and evaluate their learning goals.

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.

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.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student, staff and parent surveys of current school practice in the curriculum area of English
- Analysis of staff programming procedures used to plan for the teaching of English
- Evaluation of assessment strategies and how grades are allocated to students

**Outcomes of evaluation**

- 100% of parents are happy with learning in English at our school
- 10% of parents would like more information about how their children learn in English
- 20% of parents would like more readers to come home with their child

**Future directions**

- Continued teacher professional learning based on aspects of new English curriculum
- Student led information sessions for parents planned for 2014
- Regular updates in newsletters to inform parents about what is happening in classrooms in English.

**School planning 2012—2014: progress in 2013**

**School priority 1**

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

2014 Targets to achieve this outcome include:

- Increased proportion of Year 3 students in NAPLAN literacy at minimum standard or higher to 92%.
- Increased proportion of Year 5 students in NAPLAN literacy at minimum standard or higher to 65%

**Outcomes from 2012–2014**

- Intensive in-school and in-class training through strategic support and professional development via L3, Best Start, Focus on Reading, ISER Spelling program, Writing program and weekly staff professional learning meetings.
- 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

**Evidence of progress towards outcomes in 2013:**

- 100% Kinder students achieving above grade expectations in reading and writing.
- K-2 students plotted and tracked on Literacy/Numeracy Continuums
- All teachers differentiating English activities at point of need

**Strategies to achieve these outcomes in 2014**
• K-2 weekly differentiated maths groups to extend and remediate based on individual student needs
• Stage teachers planning and tracking student progress together
• Targeted Stage professional learning based on action research strategies

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 85%
• Increased proportion of Year 5 students in NAPLAN numeracy at minimum standard or higher to 75%

Outcomes from 2012–2014

• 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 school Scope and Sequence numeracy program as well as stage-based maths groups to cater for student learning needs.

Evidence of progress towards outcomes in 2013:

• K-2 TEN data shows steady improvement
• Stage 3 weekly maths groups show more focus is required on mental computation and problem solving strategies
• Staff all consistently using scope and sequence

Strategies to achieve these outcomes in 2014:

• K-2 TEN to continue
• All classes to participate in stage based maths groups
• All maths lessons to be differentiated based on numeracy continuum

School priority 3

Outcome for 2012–2014

*Introduce PBS (Positive Behaviour for Success) 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

Outcomes from 2012–2014

• 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).

Evidence of progress towards outcomes in 2013:

- 100% of students attained bronze level wristband. 30% of students attained gold level wristband. 6 students attained platinum level.
- 100% staff and students understanding and using rules of “safe, responsible and respect”
- Decreased reported incidents of teasing on the playground

Strategies to achieve these outcomes in 2014:

- Continued teaching of 3 rules
- Continued use of raffle tickets for “fast and frequent” student rewards that accumulate for whole school reward
- Permanent signage around school to reinforce 3 rules

Professional learning

Our major emphases this year have been on literacy and numeracy. All K-2 staff have participated in L3 or Best Start literacy professional learning and TEN (Teaching Early Numeracy). 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 at an individual level.

Two staff members who have trained as Curriculum Leaders have led school staff in their preparation for implementing the new NSW English syllabus for the Board of Studies in 2014.

Stages 2 and 3 staff have participated in the Focus on Reading program with an emphasis on comprehension strategies

All staff continued to participate in professional learning each term focusing on English and Maths in preparation to implement new curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Program evaluations

Background

Throughout the year parent opinions about their satisfaction with our school are sought. In Education Week in term 3 parents completed a written survey however positive anecdotal verbal feedback was given in large amounts to staff and in particular to our Office.

Findings and conclusions

The majority of parents report satisfaction with our staff and school. They feel their children are given a strong sense of achievement, and the opportunity to take risks with their learning. They believe that the content of teacher lessons is relevant to their schooling and that their children can form positive student-teacher relationships. The majority of students also report that they feel happy at school through being supported in their learning by teachers and able to confidently develop and maintain peer friendships.

Future directions

Parent opinions will continue to be regularly sought through written surveys, phone calls and verbally at school events. In 2014 our school plans to introduce “Discovery Nights” as a way of delivering curriculum information to parents through student led presentations.
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.

Vivian Harrison - Principal
Amber Haworth – Assistant Principal
Stephen Gray – Assistant Principal
Catherine Roodenrys - Teacher
Heather Keat - Teacher
Diane Williams – Teacher
Christine Campbell-Jones – Teacher
Kristen Wilson – Teacher
Natasha Norton – Teacher
Jill Fairbrother – School Administrative Manager

School contact information

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School Code: 2971

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