

# Repton Public School

## Annual Report



2016



2955

## Introduction

The Annual Report for 2016 is provided to the community of **Repton Public School** as an account of the school's operations and achievements throughout the year.

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

Jane Martyn

Principal

## School contact details

Repton Public School

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6655 4201

## School background

### School vision statement

Every student at Repton Public School has the opportunity to succeed in a safe, positive, welcoming, respectful and inclusive environment. Our learning experiences are varied, innovative and creative and promote lifelong learning for all 21st Century learners. Repton Public School works in partnership with its community.

### School context

Repton Public School is a small school located on the Bellinger River in the Coffs Harbour Network on the Mid North Coast. Our school has a current enrolment of 69 students. It has a Family Occupation and Education Index (FOEI) of 91 with 8% of students in the 1st quarter and 4% in the second quarter. Our school is classified as a TP2 with a teaching Principal, 3 classes, a Learning and Support Teacher one day per week, a specialist Librarian and Relief From Face to Face Teacher for 2 days per week. Repton Public School continues to focus on the quality of student outcomes in literacy, numeracy, sport, music, environmental education and the creative arts. Repton Public School works in partnership with our community to achieve the best possible outcomes for all students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of *Learning*, Repton Public School experienced growth in three of the five elements. Both *Wellbeing and Curriculum* and *Learning* transitioned from *Delivering* to *Sustaining and Growing*, while *Learning Culture* grew from *Sustaining and Growing* to *Excelling*.

In the domain of *Teaching*, Repton Public School experienced growth in two of the five elements while also maintaining our rating of *Excelling* in *Collaborative Practice*. Both *Effective Classroom Practice* and *Data Skills and Use* moved up from *Delivering* to *Sustaining and Growing*.

In the domain of *Leading*, Repton Public School experienced growth in two of the four elements while also maintaining our rating of *Excelling* in *Leadership*. *Management Practices and Processes* moved up from *Delivering* to *Sustaining and Growing* while *School Resources* improved from *Sustaining and Growing* to *Excelling*.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

STRATEGIC DIRECTION 1 Successful learners, confident and creative individuals, active and informed citizens

### Purpose

Purpose: Repton Public School is committed to providing learning opportunities that create students who are resilient, problem solving, lifelong learners with sustainable skills which enable them to succeed as 21st century global citizens. Our school promotes and supports the development of leadership skills among students and staff.

### Overall summary of progress

Our Kitchen/ Garden/ Music lessons occurred weekly. Our garden supplied both the kitchen and canteen with fresh produce.

Whole school attendance rates improved from 93.3% to 94.9%.

Our students performed musical items at our end of year presentation ceremony. This included a Kindergarten choir, a guitar ensemble, a drumming circle group and a whole school performance of our new school song. This song was presented to the school community and both digital and hard copy formats of the song have been catalogued.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Engagement and thus attendance improved from (91.4%) below State DEC percentage (94.8%) in 2014 to at or above State level. • An increase of 10% in the percentage of year 3 students performing at or above minimum standard in NAPLAN Writing	Increase in attendance in 2016 to 94.9%	NIL
By the end of 2016, the Kitchen/Garden program will be financially sustainable and will continue through to 2017.	Kitchen/ garden/ music program continues in 2017. New staff trained in Stephanie Alexander Kitchen/ Garden	\$7409 • Professional Learning • SLSO Wages • Resources
School Excellence Framework – Leading Elements – School Resources: to transition from 'Delivering' to 'Excelling' by 2017.	Achieved excelling in school resources. Succession planning in place for staffing and leadership development has been designed to drive whole school improvement. Financial planning is integrated with planning. School facilities are used by the wider community.	NIL

### Next Steps

Our Kitchen/garden/music program will be evaluated by students, staff and parents. Community feedback will continue to influence the future direction of the program throughout 2017.

Our school song will continue to be developed as a culturally diverse representation of our school ethos. Local Gumbaynggirr elders have been approached to translate the verse into traditional Gumbaynggirr language which will be re-recorded in 2017.

## Strategic Direction 2

### STRATEGIC DIRECTION 2 School – Community Partnerships

#### Purpose

Purpose: Repton Public school is committed to building partnerships with families, local businesses, community organisations and the Community of Schools to form expert teaching teams in order to improve opportunities and outcomes for students through a shared vision and common goals. The school views parents and families as integral members of the school community.

#### Overall summary of progress

Survey results have reflected an increase in student engagement and parent satisfaction. New uniforms have been ordered by 80% of families. The P&C facebook page was developed and is being accessed by most families. Our Picasso Cow, *Sunday Clover*, has been restored during a collaborative process between students, parents and local community members and placed at the front of our school as a mascot.

Two teachers from Repton have participated in 5 rounds of *Quality Teaching Rounds* and shared a summary of the process to complete the acquittal of the grant. Feedback from staff has been used to determine future direction of program.

All staff have completed *Gifted and Talented Students* professional learning with the intention of implementing various strategies in their respective classrooms. Our Principal has attended 4 scheduled *Bellingen Dorrigo Learning Community* meetings throughout the year and shared relevant information with the rest of the staff.

We have identified *Positive Behaviour for Learning* values and commenced the development of our matrix of behaviours. This has been communicated to and developed by all 3 groups (students, staff, community). Survey results indicate a strong commitment, knowledge and engagement by all.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annual survey indicates an increase in Community Engagement at Repton Public School based on baseline data collected in 2014 – 20 surveys returned.	Our 2016 <i>Tell Them From Me</i> parent surveys indicated that parents felt included in school planning and school policy development.	NIL
100% of staff working with parents and community members on a regular basis either in classrooms, at school or at school events.	100% of Staff regularly work with and liaise with community members both in school and at community events.	NIL
An increase in attendance of students at ANZAC march and at Bellingen Show performances.	We experienced an 11% increase in student attendance at our local community events.	NIL
School Excellence Framework – Teaching Elements – Collaborative Practice: Moving from 'Delivering' to 'Excelling'	Our collegiate alliances and professional learning in <i>Quality Teaching Rounds</i> has raised our profile to <i>Excelling in Collaborative Practices</i> .	NIL

#### Next Steps

All community stakeholders will continue to be involved in the process of developing out PBL matrix, language, mascot and signage. We will look to build upon our increased attendance at school and community events through a strong collaboration between the school and key stakeholders.



### Strategic Direction 3

#### STRATEGIC DIRECTION 3 Learning Culture of Excellence

##### Purpose

Purpose: Repton Public School believes in developing students who are resilient and, who are literate and numerate and who actively seek pathways to academic success and lifelong learning. We promote, provide and maintain an environment that is reflective of its high expectations that all students and staff will learn successfully in order for our students to be successful global citizens in order to provide freedom of choice, free of limitations.

##### Overall summary of progress

A whole school *Science Scope and Sequence* was developed and shared with all staff across 4 schools involved in the collaborative process. The scope and sequence is in an initial implementation phase which all teachers are following as evidenced in their teaching programs.

We have strong collaborative practices in operation across participating schools. *Quality Teaching Rounds* have been implemented across 3 schools which has resulted in an improvement in professional collaborative practices.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Clear, visible, continuous mapping of all students on continuums leading to 100% of students achieving growth in both Literacy and Numeracy	We have entered data that indicates growth for every student into the PLAN software. We have also commenced PAT Diagnostic testing across all years in Numeracy to provide additional benchmark data.	\$268 • PAT Test Booklets
Engaged students leads to a decrease in unexplained absences.	School records indicate that overall student attendance improved. Student attendance went from 93% in 2015 to 94.9% in 2016.	NIL
Whole school practices reflect a shift from medium to high level of achievement in Domain 3 – A Culture That Promotes Learning from the National School Improvement Tool tracked through surveys.	School surveys of parents suggest a shift from medium to high in Domain 3 of the National School Improvement Tool..	NIL
School Excellence Framework – Learning Elements – Learning Culture: Moving from 'Delivering' to 'Excelling'	In 2016, Repton Public School has achieved a rating of <i>Excelling</i> in <i>Learning Culture</i> .	NIL

##### Next Steps

We will continue to implement the Science Scope and Sequence and monitor its effectiveness and review if deemed necessary. Quality Teaching Rounds will continue in the next calendar year. There will be a mixture of teachers experienced in the process to help lead the program and a rotation of new staff will be involved in the process.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Funds used for teacher relief.	\$677
<b>Low level adjustment for disability</b>	Funds used for teacher relief.	\$4539
<b>Quality Teaching, Successful Students (QTSS)</b>	Funds used for support teacher.	0.044 FTE
<b>Socio-economic background</b>	Survey results indicate strong commitment and engagement by all.	\$4634

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	36	25	26	27
Girls	29	34	36	32

As a small school, we understand that our attendance fluctuates from year to year. Last year saw a slightly larger Year 6 cohort graduate while we experienced an average intake of Kindergarten students for the current year.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	95.1	95.2	93.1
1	89.3	91.6	93.1	95.6
2	94.5	94	96	96.8
3	96.3	96.2	94.9	95.7
4	94.2	90.1	94.6	94.6
5	94.4	95	83.2	94.2
6	92.3	95	94	92.6
All Years	93.3	94.1	93.2	94.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Through a commitment to building positive relationships between staff, students, parents and the local community, we are proud to report that our attendance levels are above the state average and the highest they have been in recent history.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

\*Full Time Equivalent

At Repton Public School, we have a teaching Principal, one permanent teacher, one full-time teacher on a temporary contract, and a part-time teacher/librarian. None of our staff members identify as being from Indigenous/Torres Strait Islander heritage.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

### Professional learning and teacher accreditation

In 2016, we sent two teachers down to Sydney to attend a two-day training session in the 'Stephanie Alexander Kitchen Garden' program. The information and resources obtained at this seminar were passed on to the rest of our staff and formed the backbone of our whole school kitchen/garden program.

We invited a hub coach for 'Positive Behaviour for Learning' [PBL] to our school to help lead our whole staff through the initial stages of PBL. As a staff, we have developed our school's matrix and core values.

Our whole staff was involved in ten hours of training to identify gifted and talented students. This was a learning opportunity organised along with the Bellingen Dorrigo Learning Community, of which we are a proud member.

Our entire staff attended a whole day session with behaviour specialist 'Bill Rogers', who hosted a seminar



at the Coffs Harbour Race Course. We learned some valuable techniques in managing difficult students through positive reinforcement of desirable behaviours and addressing undesirable behaviours using the direct language techniques of assertive discipline.

Staff at Repton Public School, along with staff from two other schools formed a collegiate alliance to up-skill our teachers in Quality Teaching practices. Two of our teachers participated in Quality Teaching Rounds which involved researching scholarly articles, devising lessons that address Quality Teaching elements, observing each other teaching, analyzing and critiquing lessons based on quality teaching criteria, and providing feedback through professional discussions.

Two of our teachers attended specialized STEM training days with a focus on digital technologies and coding skills. Our two trained specialists then led professional development sessions for remaining staff across three schools in our Small School's Network.

We also attended two days training with a curriculum specialist to work on lesson differentiation, with a particular focus on addressing the needs of gifted and talented students.

Our entire staff attended mandatory training to update our qualifications in Child Protection, Code of Conduct, Anaphylaxis, CPR, Emergency Procedures and Asthma Management.

Due to staffing changes, one of our teachers received two days training in administering and analyzing Best Start data, as well as two additional days of training in Project Based Learning, in preparation for teaching infants classes in the forthcoming year.

Finally, Repton Public School has one *New Scheme Teacher* in a permanent position. This teacher attained their accreditation this year and is now recognized as teaching at a level of *Proficiency*.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>46 249.55</b>
Global funds	93 230.24
Tied funds	52 506.64
School & community sources	12 987.06
Interest	1 269.73
Trust receipts	1 449.15
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12 868.26
Excursions	9 779.35
Extracurricular dissections	10 691.40
Library	968.00
Training & development	5 983.65
Tied funds	51 478.95
Short term relief	14 617.36
Administration & office	24 732.80
School-operated canteen	0.00
Utilities	12 486.49
Maintenance	8 273.68
Trust accounts	2 421.19
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

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

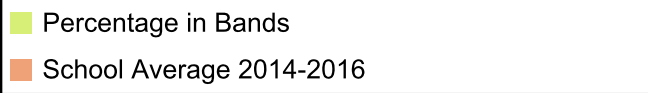
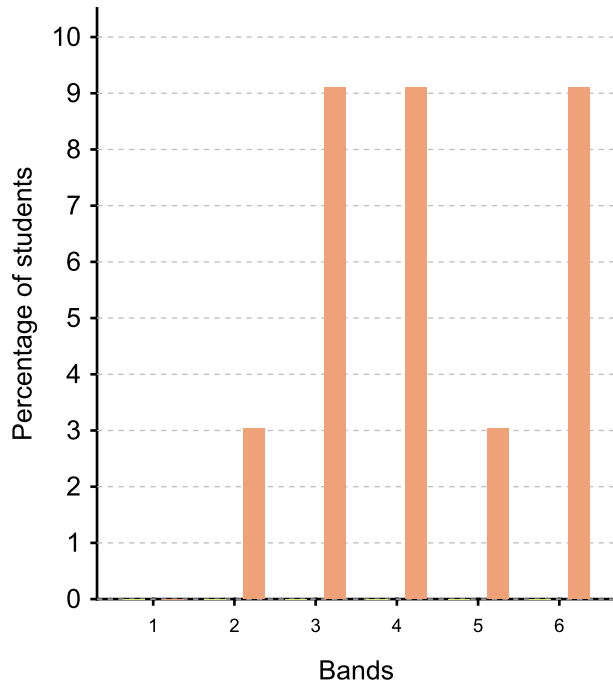
## School performance

### NAPLAN

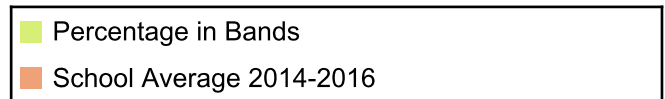
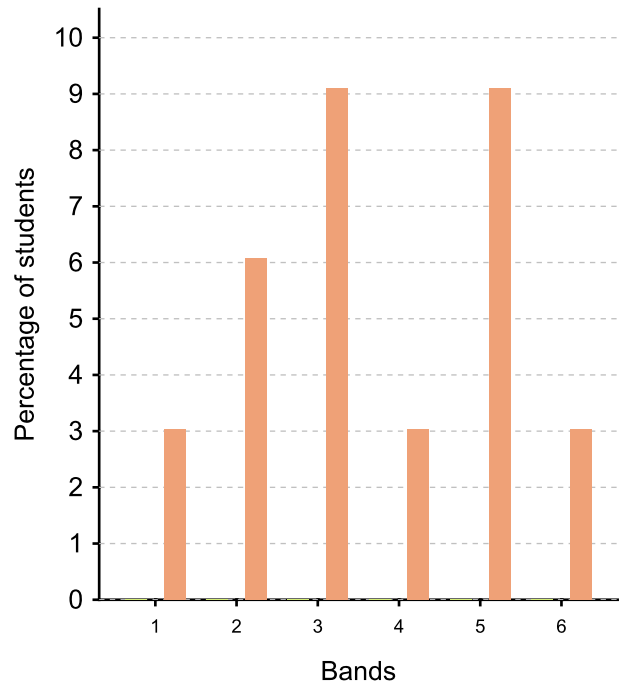
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to a small cohort of Year 5 students in 2016, there was an insufficient amount of data to provide any meaningful statistics for our Year 5 results. As such, only Year 3 data has been supplied.

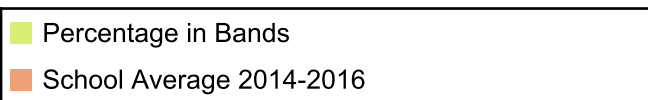
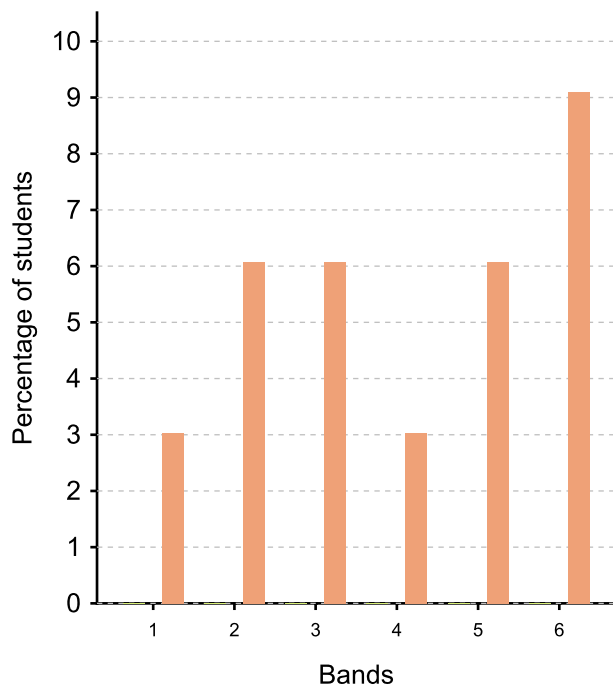
**Percentage in bands:**  
Year 3 Grammar & Punctuation



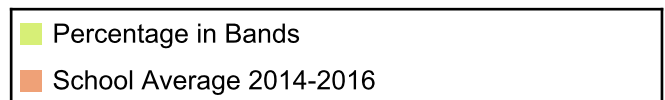
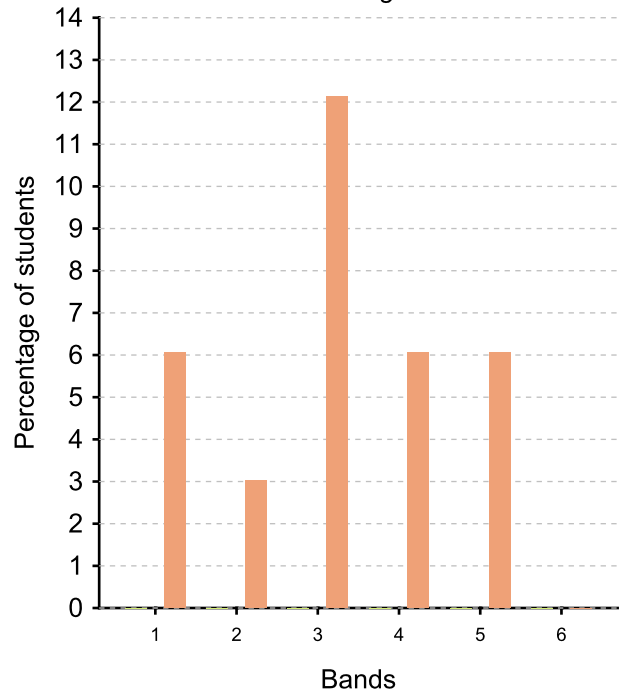
**Percentage in bands:**  
Year 3 Spelling



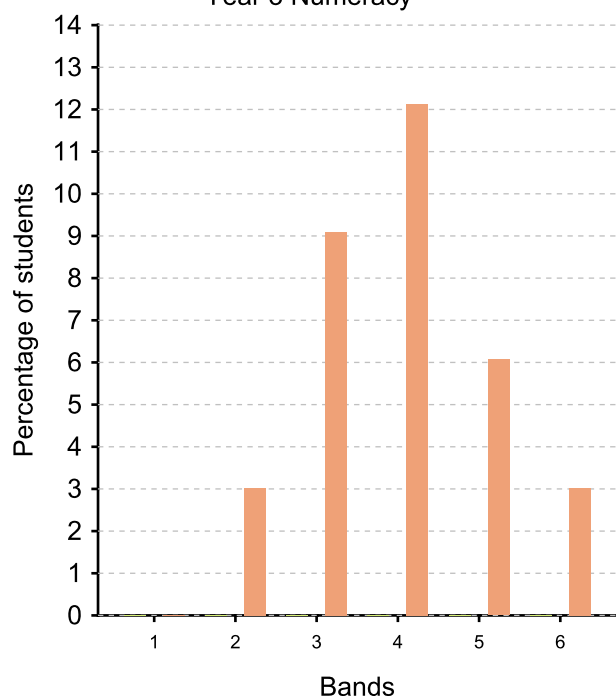
**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

For more detailed information concerning this data, please visit the My School website. The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2016, we conducted a series of community surveys to gauge community perception of the school. These survey provided us with both positive and constructive feedback. Attendance of parents and key stakeholders of the community at our open discussion forums and formal events has continued to improve through out the year and has reflected the positive image that the school presents.

The 'Tell Them From Me' student surveys highlighted our student's Social-Emotional Outcomes. We are proud to report that our students feel challenged in English and Maths classes and also feel confident of their skills in these subjects. We have seen 42% of our students (up from 16%) fall in the desirable quadrant with high skills and high challenge.

The 'Tell Them From Me' parent surveys showed that our parents have an invested interest in the school's direction. 100% of parents indicated that they had been involved in some way with school planning with 70% also taking part in the review and development of school policies. Over 80% of parents feel welcome at

our school and indicate that we are a safe school that supports learning and positive behaviour.

## Policy requirements

### Aboriginal education

This year, we have commenced Aboriginal Language lessons in the local Gumbaynggirr dialect. Students in years K-2 received a 50 minute lesson per week with a local Gumbaynggirr volunteer. Feedback from staff, students and local community members have indicated a strong support for and enjoyment of this program. We are looking to extend the program next year to include all students from K-6.

A copy of our new school song has also been forwarded to the elders of our local Gumbaynggirr community with a request to have the lyrics translated so that we can re-record the song to include the local language.

NAIDOC Day was observed and celebrated with our local community gathering on school grounds. Our Gumbaynggirr language volunteer was invited to provide the 'welcome to country' and also spoke about the importance of NAIDOC Day and what it means for all Australians. Our students shared in learning experiences that covered literacy, languages, sports and the arts.

### Multicultural and anti-racism education

Harmony Day was celebrated with the whole school turning up in orange clothing. Each class explored and compared traditional stories from different countries and enjoyed musical experiences from around the globe. Each student contributed to a whole school combined artwork that celebrated 'difference'.