

# Repton Public School

## Annual Report



2017



2955

## Introduction

The Annual Report for 2017 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.

Matthew Neal

Relieving Principal

## School contact details

Repton Public School

River St

Repton, 2454

[www.repton-p.schools.nsw.edu.au](http://www.repton-p.schools.nsw.edu.au)

[repton-p.School@det.nsw.edu.au](mailto:repton-p.School@det.nsw.edu.au)

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 71 students. It has a Family Occupation and Education Index (FOEI) of 93 with 18.7% of students in the 1st quarter and 9.4% 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 continued to grow across all five elements. We maintained our status as *Excelling* in developing a *Learning Culture* focused on the continual learning progress of all students. We maintained our status as *Sustaining and Growing* across the elements of *Wellbeing*; *Curriculum*; *Assessment*; and *Reporting*; and we moved from *Delivering* to *Sustaining and Growing* in the element of *Student Performance Measures*.

In the domain of *Teaching*, Repton Public School has maintained our rating of *Sustaining and Growing* across all four elements: *Effective classroom practice*; *Data skills and use*; *Professional Standards*; and *Learning and Development*.

In the domain of *Leading*, Repton Public School has maintained our rating of *Excelling* in the elements of *Educational Leadership* and *School Resources*. We have also maintained our rating of *Sustaining and Growing* across the two elements: *School planning, implementation and reporting*; and *Management practices and processes*.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

Successful learners, confident and creative individuals, active and informed citizens

### 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

Targeted percentage of student attendance for 2017 was not achieved due to widespread illness within the community.

We exceeded our target of an 8% increase of Year 3 and Year 5 students performing in the top two bands of Reading and Numeracy. In Reading, we improved from 39.1% in 2016 to 63.3% in 2017. In Numeracy, we experienced an increase of 23.3% students performing in the top two bands from 2016 to 2017.

The Kitchen Garden program is financially sustainable and continues to supply food for the canteen and engage our community.

Teachers at Repton Public School have been provided with opportunities to lead professional learning sessions across multiple schools. Administrative practices have been allocated to non-teaching staff to streamline administrative practices of the school. We have utilised our physical learning spaces in multiple ways to a broad range of student learning interests and needs. Our school facilities have been utilised by the P&C to hold fundraisers and we have an independent music teacher using our rooms to provide one-to-one musical tuition. We have enjoyed a fantastic relationship with our P&C and have received large donations to update our collection of levelled readers and to subsidise the cost of our Intensive Swimming Scheme. We have increased and updated the number of computer terminals available to staff and students through the eT4L rollout.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engagement and thus attendance improved from (91.4%) below State DEC percentage (94.8%) in 2017 to at or above State level.	\$0	Attendance rates were affected by ongoing, widespread illness in 2016.
An increase of 10% of the percentage of Year 3 students performing at or above National Minimum Standards in NAPLAN Writing.	\$0	100% of all Year 3 students are at or above National Minimum Standards in Writing, with 30% achieving results in the top 2 bands.
By the end of 2016, the Kitchen/Garden program will be financially sustainable and will continue through to 2017.	\$7591 • Staff Training • SLSO Wages • Resources	The Kitchen/Garden/Music program continued to be a financially sustainable program in 2017, and will continue in 2018.
School Excellence Framework: In the Leading Domain – School Resources: School to transition from 'Delivering' to 'Sustaining and Growing' by 2017.	\$0 • Funding supplied by P&C (\$4000)	Updated our levelled readers to provide a consistent and comprehensive delivery of L3 for ES1.

## Next Steps

Attendance rates in 2017 were affected by ongoing illnesses. We will continue to work in collaboration with the Home School Liaison Officer to raise community awareness of the importance of regular school attendance.

We will continue to build upon the success of our students' NAPLAN achievements in Reading and Numeracy. We will strive to meet similar expectations for Writing and Number in 2018.

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 2018.

Appropriate and varied leadership opportunities will continue to be offered to staff to work with other teachers across multiple schools.

## Strategic Direction 2

### School – Community Partnerships

#### 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

Community Engagement at Repton Public School is fantastic. Our school has been identified as 'Excelling' in 'Community Consultation and Engagement' by the High Performance Directorate. An article and FilmPond video appear on the Local School's Local Decisions website as an example of best practice for the advice of other principals and schools. Student participation and support of extra curricular events has risen by 14%.

100% of our staff work with parents both in the classroom and at school and community events.

Repton has moved from 'Delivering' to 'Excelling' in 'Collaborative Practice'. Our teachers have participated in professional learning in differentiation, quality teaching rounds, and consistent teacher judgement. Our teachers regularly collaborate with teachers from other schools to model and receive feedback on effective practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual survey indicates an increase in Community Engagement at Repton Public School based on baseline data collected in 2014 – 20 surveys returned.	\$0	Our 2017 <i>Tell Them From Me</i> parent surveys indicated that parents felt a strong connection to the school and felt included in school planning and school policy development.
100% of staff working with parents and community members on a regular basis either in classrooms, at school or at school events.	\$0	100% of staff regularly work with and liaise with community members both in school and at community events.
An increase in attendance of students at ANZAC march and at Bellingen Show performances.	\$0	We experienced our strongest turnout to an ANZAC march in recent memory and attendance rates to all extra curricular events has risen by 14%, according to registration data.
School Excellence Framework – Teaching Elements – Collaborative Practice: Moving from 'Delivering' to 'Excelling'	\$0	We continue to excell in <i>Collaborative Practice</i> thanks to our ongoing commitment to collegiate alliances and professional learning in <i>Quality Teaching Rounds</i> .

#### Next Steps

Repton Public School will continue to orchestrate exemplary practice in community consultation through regular surveys, community feedback meetings and active participation in P&C meetings. Due to a change in P&C executive and school staff in 2018, new relationships will be formed. We will work closely together to provide the best opportunities and outcomes for our students.

We will maintain our standing as 'Excelling' in 'Collaborative Practice' through sustained partnerships with local schools. Together we will continue to engage in professional learning linked to quality teaching, differentiation and consistent teacher judgement.

## Strategic Direction 3

### Learning Culture of Excellence

#### 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

Repton Public School has assessed and mapped every student on Literacy and Numeracy Continuums using the Department's Best Start and PLAN software. Students also self-monitor their progress and set their own Learning Goals in writing.

A reduction in the percentage of unexplained absences helps to demonstrate that student engagement levels have risen.

There is a demonstrated commitment within our school community that all students make learning progress. We have strong collaborations between parents, students and the community that inform and support continuity of learning through successful transition programs. Our attendance data is collected and analysed regularly to inform planning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Clear, visible, continuous mapping of all students on continuums leading to 100% of students achieving growth in both Literacy and Numeracy	\$0	100% of students are mapped on Best Start and/or PLAN software and continue to be monitored and updated at regular intervals. PAT Diagnostic testing in Mathematics helps to provide additional benchmark data.
Engaged students leads to a decrease in unexplained absences.	\$0	Overall attendance levels were affected by ongoing and widespread illness in 2017. However, there was a reduction of unexplained absences helping to demonstrate improved student engagement.
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.	\$0	School surveys of parents indicate that we have maintained our rating of <i>High</i> in <i>Domain 3</i> of the <i>National School Improvement Tool</i> .
School Excellence Framework – Learning Elements – Learning Culture: Moving from 'Delivering' to 'Excelling'	\$0	In 2017, Repton Public School maintained its rating of <i>Excelling</i> in <i>Learning Culture</i> .

#### Next Steps

We will maintain a school culture that is strongly focused on learning. We will continue to work together with students and their parents in effective partnerships to ensure students are motivated to deliver their best and continually improve.

We will continue to advertise and deliver outstanding transition programs at key transition points.

Staff will work in collaboration with the HSLO to inform and educate parents on the importance of regular attendance. We will also implement the 'Got It' program, to be run in conjunction with our school's Positive Behaviour for Learning approach, to improve student learning outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$677	Funding provided additional staffing to address PLP requirements; resources; and classroom adjustments for Indigenous students.
<b>Low level adjustment for disability</b>	\$24,854	Funding provided a Learning and Support Teacher for 1 day per week, and a Student Learning and Support Officer for 6 hours per week.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$4,469	Funding provided additional staffing to support students with specific learning needs.
<b>Socio-economic background</b>	\$10,983	Funding provided staff training in L3; teacher relief for Quality Teaching Rounds; and additional SLSO support in classrooms.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	25	26	27	42
Girls	34	36	32	31

As a small school, we understand that our enrolments fluctuate from year to year. Last year saw a slightly smaller Year 6 cohort graduate, while experiencing a large intake of Kindergarten students for the current year. Our numbers rose to the point that we could enquire about getting a fourth teacher before they dropped slightly as the year drew to an end. We are currently sitting at 72 students for the upcoming year.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	95.2	93.1	90.7
1	91.6	93.1	95.6	86.5
2	94	96	96.8	94.5
3	96.2	94.9	95.7	93
4	90.1	94.6	94.6	94
5	95	83.2	94.2	96.1
6	95	94	92.6	95.2
All Years	94.1	93.2	94.9	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

At Repton Public School, non-attendance is monitored and managed as per our attendance policy. Students who are absent are required to provide information to validate their absence. Absences that last more than

three days require a doctor's certificate for illness. Recurring absences, or absences for which no information has been provided are followed up by the class teacher as well as by the principal. The Home School Liaison Officer is contacted in cases of concern.

Department guidelines for compulsory attendance are regularly advertised in our school newsletter and posted on our school website.

We are committed to building positive relationships between staff, students, parents and the local community, as we believe this has a positive effect on attendance levels and student engagement.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the Aboriginal composition of their workforce.

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. We also employ two SLSOs on a casual basis. None of our staff members identify as being from Indigenous/Torres Strait Islander heritage.

Repton Public School enjoys a mutually supportive relationship with its Aboriginal community. We have employed a member of the Gumbayngirr Community to support the teaching of Aboriginal language and culture.

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	40

Professional learning and teacher accreditation

Mandatory

100% of staff completed mandatory Health and Safety requirements: CPR, Anaphylaxis, Asthma Management, First Aid, Child Protection, and Code of Conduct

Quality Teaching Rounds

50% of staff were involved with another local school to conduct 'Quality Teaching Rounds' [QTR]. Teachers took turns to teach lessons while other staff assessed and coded the lesson against quality teaching criteria. Reflective feedback was used to improve teaching and enhance learning.

Consistent Teacher Judgement

100% of staff collaborated with another local school to compare student writing samples and engage in collegial discussion to accurately and consistently assess student writing. This led to an improvement in identifying student learning goals and providing relevant instruction in Writing.

Mathematics Building Blocks for Numeracy

100% of staff completed the MBB4N training. This led to an improved understanding of assessment, data collection and analysis, and identifying appropriate teaching strategies in Mathematics.

Positive Behaviour for Learning

25% of staff received training in PBL. This has helped us to form a PBL team with defined roles; update our baseline data; refine our desired behaviour matrix; develop a purpose statement; develop draft signage; draft a behaviour consequence chart; develop a new data collection slip; and erect 2 PBL notice boards in the school.

Literacy, Language, Learning

Early Stage 1 staff received 30 hours worth of professional learning in L3. This has ensured that all Kindergarten students have received evidence-based teaching practice in reading and writing. Data has been collected to reflect their progression on the Literacy

Continuum and other L3 markers.

Stephanie Alexander Kitchen Garden Program

25% of staff attended a two-day workshop in Sydney to ensure that our SAKG program could continue to be delivered and would be a sustainable program for the immediate future.

LMBR

Our Principal and School Administration Manager participated in Professional Learning in LMBR. Our school rolled-over to the new administration system in September and this learning was essential for our school to be able to function efficiently.

Anti Racism Contact Officer

One staff member completed training to become the new ARCO of our school. Submissions to the school newsletter helped to advertise the role and raise awareness in the community.

# Financial information (for schools using both OASIS and SAP/SALM)

## Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Repton Public School has transitioned to the LMBR financial system. The OASIS system has been decommissioned. Therefore, there is no OASIS financial data to report and the first of three tables is not displayed.

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	108,644
Appropriation	98,880
Sale of Goods and Services	0
Grants and Contributions	9,706
Gain and Loss	0
Other Revenue	0
Investment Income	58
<b>Expenses</b>	-64,317
Recurrent Expenses	-64,317
Employee Related	-39,016
Operating Expenses	-25,302
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	44,327
<b>Balance Carried Forward</b>	44,327

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017

school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Repton Public School's financial management processes and governance structures meet financial policy requirements. There have been no unusual spending patterns. Unused funds have been carried forward in anticipation of resourcing a fourth classroom in 2018.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	591,873
Base Per Capita	9,017
Base Location	5,591
Other Base	577,264
<b>Equity Total</b>	36,514
Equity Aboriginal	677
Equity Socio economic	10,983
Equity Language	0
Equity Disability	24,854
<b>Targeted Total</b>	8,190
<b>Other Total</b>	6,272
<b>Grand Total</b>	642,849

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

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

## School performance

### NAPLAN

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

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

Repton Public School experienced better than expected outcomes in both our Year 3 and Year 5 cohorts.

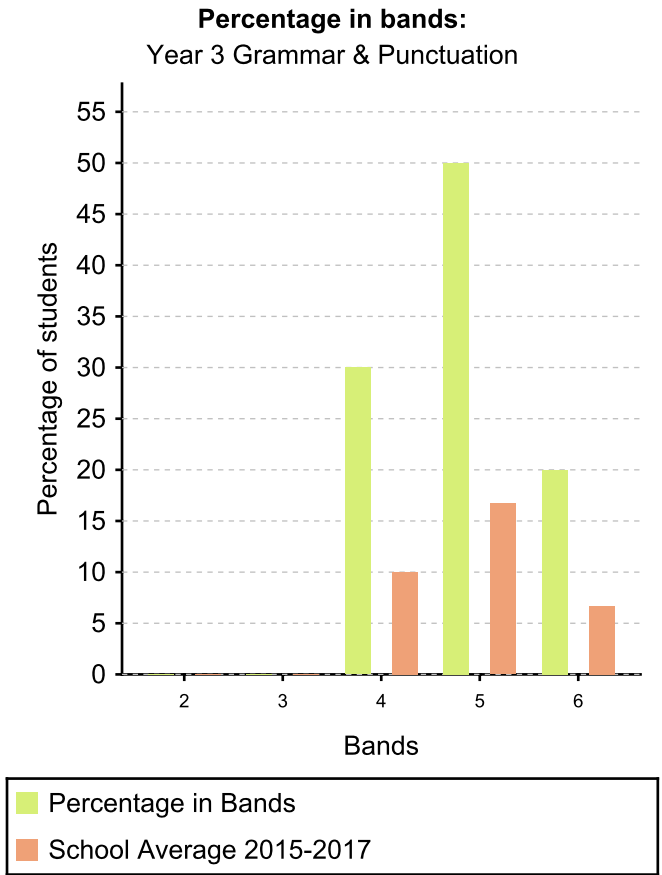
In Reading, our trend data was impressive, with Year 3 students scoring 30.5 points higher than the state average, while Year 5 was 74.8 points above the state. Our Year 5 students also experienced impressive growth with 66.7% of students achieving better than expected growth. The average growth per student was 84.7 (6.5 points above the state average).

In Writing, our Year 3 cohort is at state expectations. We have identified writing as a key initiative in 2018 across the school.

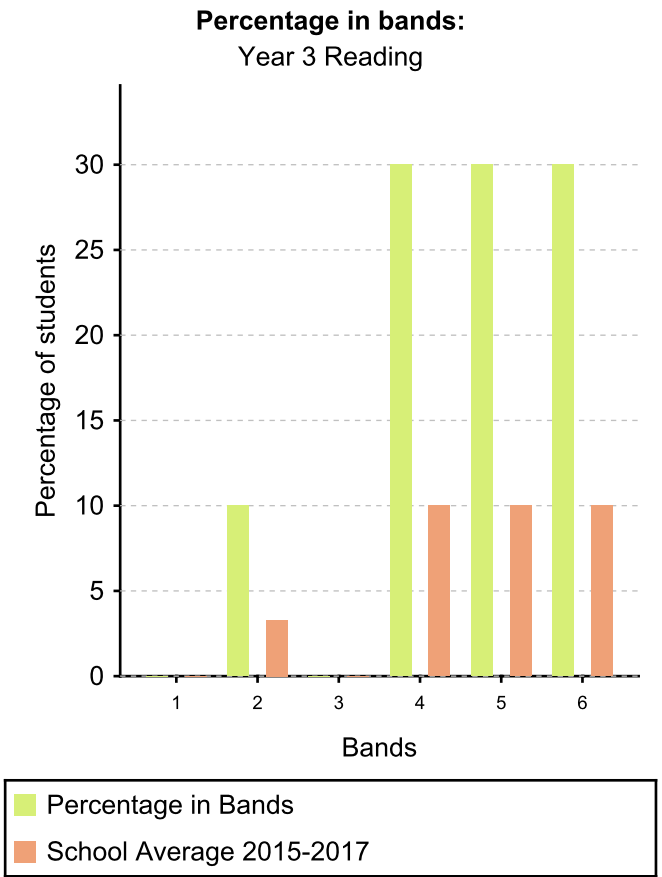
Our Spelling trend and growth data were equal to state expectations.

We also performed extremely well in Grammar & Punctuation with our Year 3 cohort achieving scaled scores of 461.1 (25.9 above the state average), and our Year 5 students achieving 562.8 (28.3 above the state average). Growth in our Year 5 students was again better than expected, with an average growth of 83.3 (26.7 above state levels).

Due to a small cohort of Year 5 students in 2017, visual tables for Year 5 data could not be populated, and therefor have been omitted from this report.

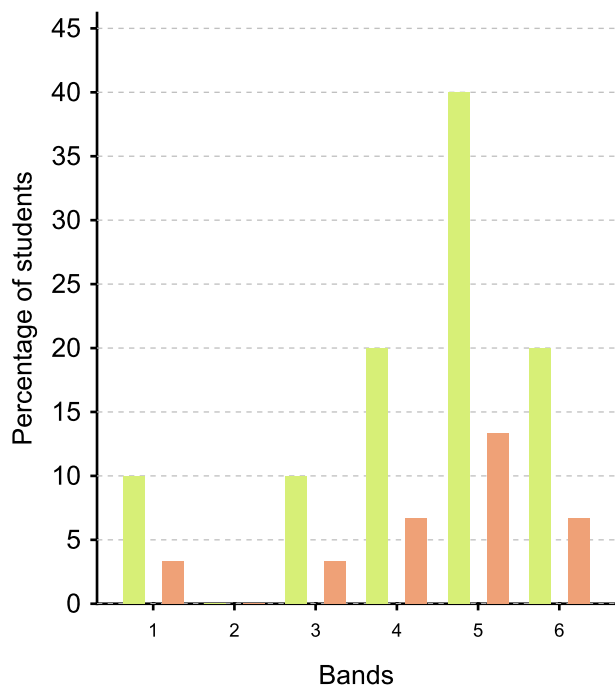


Band	2	3	4	5	6
Percentage of students	0.0	0.0	30.0	50.0	20.0
School avg 2015-2017	0.0	0.0	10.0	16.7	6.7



Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	0.0	30.0	30.0	30.0
School avg 2015-2017	0.0	3.3	0.0	10.0	10.0	10.0

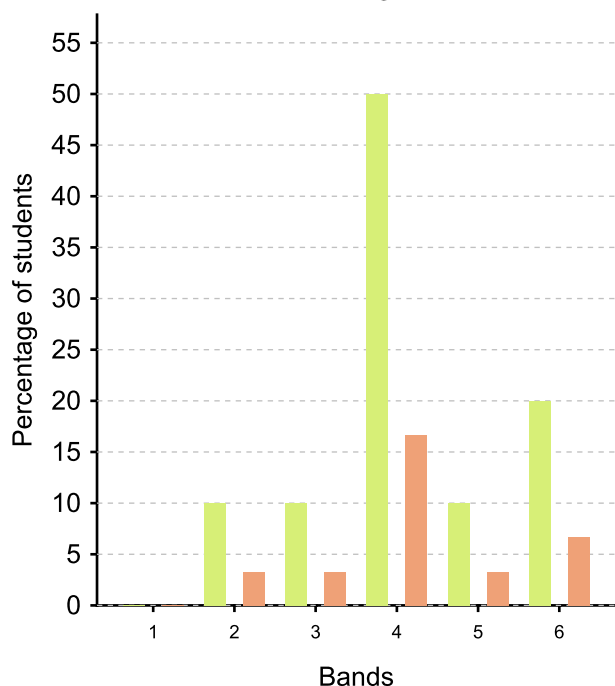
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	10.0	0.0	10.0	20.0	40.0	20.0
School avg 2015-2017	3.3	0.0	3.3	6.7	13.3	6.7

**Percentage in bands:**  
Year 3 Writing



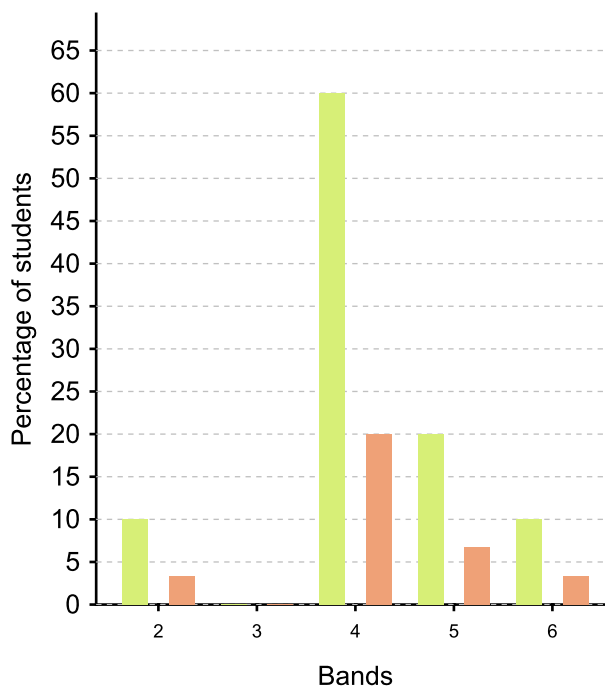
Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	10.0	50.0	10.0	20.0
School avg 2015-2017	0.0	3.3	3.3	16.7	3.3	6.7

Students at Repton Public School performed well in Numeracy.

Our Year 3 students scored above state levels and our Year 5 students scored 19.6 points better than the state average. Growth in our Year 5 students was also impressive. 66.7% of students achieved better than expected growth at an average of 6.5 points above state scores.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	2	3	4	5	6
Percentage of students	10.0	0.0	60.0	20.0	10.0
School avg 2015-2017	3.3	0.0	20.0	6.7	3.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data

As part of the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands, we are required to report on Indigenous outcomes. Repton Public school did not have any Aboriginal students in years 3 or 5, therefore no NAPLAN data was available.

# Policy requirements

## Aboriginal education

We employed Bryce Filewood to deliver Gumbaynggirr language lessons each week. Last year, these lessons were only available to students in K–2. This year, we made the lessons available to the entire school, from K–6. These lessons took place both inside the classroom and outside, to make use of flexible learning spaces. Bryce joined us on an excursion to the Bongil Bongil National Park, where, in collaboration with Cascade, lessons were delivered that included traditional Gumbaynggirr language in a relevant setting. Language advice from Bryce has been incorporated into our class lessons, and we regularly use traditional Gumbaynggirr words when counting and in movement games to reinforce the learning he delivers.

We have submitted the lyrics of our school song to local Gumbaynggirr elders in the hope that we can receive an authentic translation of our school song. We plan to re-record our song with the new verse in traditional Gumbaynggirr language. This song will be taught to all students and sung every week during morning assemblies and at formal events.

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

One staff member completed training to become the Anti Racism Contact Officer for the school [ARCO]. They helped to draft and deliver lessons on accepting and celebrating diversity. They also made submissions in the school newsletter to help promote the ARCO role and raise awareness in the community.

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 stage combined artwork that celebrated 'difference'.

Our parents and community members also participated in a Harmony Day lunch. Students each brought in a plate of food that represented a different country so we could host a truly multicultural feast. The variety of foods created a taste sensation and some dishes inspired future creations in our own Kitchen Garden program – helping to reinforce the multicultural message throughout the year.