

Repton Public School

Annual Report



2018



2955

Introduction

The Annual Report for **2018** 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.

We are a proud school with a clear vision. We work in partnership with our community to ensure that every student 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.

Kristy Glyde

Principal

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School background

School vision statement

Repton Public School works in partnership with its community to ensure that every student 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.

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 68 students. It has a Family Occupation and Education Index (FOEI) of 84 with 16% of students in the 1st quarter and 26% 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.

Repton Public School have a planned approach to supporting whole school wellbeing. We are using Positive Behaviour for Learning to support positive behaviours to contribute to student success which is reducing the amount of behaviour support referrals. Our professional learning for staff is ensuring all teachers have a solid understanding of quality teaching methods and strategies to maximise learning. We have had a strong focus on writing in 2018 and developed collaborative practices to support explicit teaching focuses. In leadership, a culture of high expectations has been set and community engagement is used to share whole school improvement. We are supported by our network of small schools in collegial discourse.

Our self-assessment process has assisted 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

Learning

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can Connect, Succeed, Thrive and Learn. At Repton Public School, our purpose is to ensure effective conditions for learning through high expectations that are explicit and consistent. These are collaboratively developed by staff, students and the community using evidence-based and data-driven processes.

Overall summary of progress

Wellbeing and engagement has been a focus to support learning through targeted lessons in PBL. In Semester 2, our LaST supported lessons K–6 that were collaboratively planned by all staff. The reduction of incidences and common language was clearly a success. A school mascot was designed and named by students.

Identified students and families participated in the Got It! program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• SALM Data will reflect a reduction in playground incidents and an increase in positive desirable behaviours.	\$0	Behaviour reflections decreased across the school.
• Tell Them From Me survey responses will indicate an increase in community awareness of our behaviour and learning expectations and will be collated twice per year.	\$0	<i>Tell Them From Me</i> responses were reflective of an active community awareness of behaviour and learning expectations
• Year 5 students achieve at or above expected growth in Creating Texts–Writing.	\$1200	This cohort of students showed 80% of students at or above expected growth in writing.
• Year 5 students achieve at or above expected growth in Quantifying Number– Numeracy.	\$500	Student results at or above expected growth in Numeracy was not achieved.

Next Steps

School signage needs to be developed for PBL and embedded so that easy reference to expectations is across the school.

All teachers using evidence based strategies for innovative thinking strategies for student improvement.

Staff to compare and collaborate student writing samples to reflect on best practice.

Identify effective methods of communication for behaviour and learning to parents.

Strategic Direction 2

Teaching

Purpose

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. At Repton Public School, our purpose is to help students achieve literacy and numeracy skills for academic success. Our teachers employ evidence-based effective teaching strategies to optimise learning progress for all students and we use data to help develop learning goals for each student. Literacy and Numeracy are embedded and explicitly taught in all subject areas.

Overall summary of progress

All staff have analysed and interpreted data to make a data wall K–6 showing student growth.

Reports use valid and reliable data through a consistent teacher judgement.

Learning goals were developed with students in literacy to support individual student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All students achieve at or above expected growth in Writing using progressions CrT.	\$2000	A minimal increase was observed due to small student numbers
• All students achieve at or above expected growth using Numeracy Progressions.	\$500	No increase was observed
• Clear, visible and continuous mapping of students on Literacy and Numeracy Learning Progressions leading to 100% of students achieving at or above expected growth in both domains.	\$1200	100% students tracked on PLAN using consistent judgement

Next Steps

Numeracy and Writing to continue to be a focus for school improvement. Numeracy sessions to be observed and student data analysed in a collaborative approach.

Professional learning for staff familiarisation and implementation.

Analysis of *PAT Maths* data and *SENA* results.

Strategic Direction 3

Leading

Purpose

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. At Repton Public School, our purpose is to maintain distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. We facilitate ongoing collegial discourse with our professional learning community to improve teaching and enhance learning.

Overall summary of progress

Staff have identified the need for a new assessment schedule and implemented whole school data collection in Term 3. This included a new assessment schedule for writing and the introduction of the PROBE in Term 4 for reading and comprehension.

Quality Teaching Rounds were implemented in Term 2 and commenced at the end of Term 2. Staff implemented whole school collaborative planning and assessment days.

A Scope and Sequence for Technology implementation was delayed as the school had an influx of changing technology.

Teachers who received professional learning in online educational tools such as Google Docs and Microsoft Office 365 to support integrated practices within administrative tasks and class practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff are engaged in collaborative coaching which will reflect on the impact of the teaching programs.• 100% of Teachers who have received professional learning in utilising PLAN software will implement them in the classroom on a regular basis.• Increase in student proficiency of technological skills in school assessment.	<p>\$1500 QTR</p> <p>\$1500 Collaborative planning and assessment</p> <p>–</p>	<p>Conducted between Crossmaglen, Bonville and Repton in Term 2.</p> <p>Revised writing assessment tasks to align to whole school rubric and success criteria.</p> <p>Did not complete</p>

Next Steps

- * Build capacity for leadership opportunities in staff and students.
- * Develop scope and sequence in technology with integration across KLA and improvements in technology equipment.
- * Develop learning goals with students and staff to reflect increased responsibility for learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2000 <ul style="list-style-type: none"> • Aboriginal background loading (\$ 2000.00) • Aboriginal background loading (\$2 000.00) 	Integration of cultural knowledge and awareness during Cubby House day. Uncle Mark Flanders delivered perspectives on local food sources and use of resources. Introduction of Presentation Day award for Aboriginal education achievement. Two Staff training at Connecting to Country sessions three days professional learning.
Low level adjustment for disability	\$5205	Staffing for PBL wellbeing projects K–6. Explicit teaching High Expectations
Quality Teaching, Successful Students (QTSS)	\$11973	Professional learning to support what works best for whole school improvement. Staff have developed a strong understanding of student needs and support using collaborative practice, data analysis, explicit teaching and high expectations.
Socio–economic background	\$16000	L3 Training for K and Stage 1 SLSO professional learning Leadership training

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	26	27	42	39
Girls	36	32	31	29

Enrolments for 2018 were consistent with current trends. We maintained our numbers.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	93.1	90.7	89.3
1	93.1	95.6	86.5	90.1
2	96	96.8	94.5	93
3	94.9	95.7	93	95
4	94.6	94.6	94	95.6
5	83.2	94.2	96.1	96
6	94	92.6	95.2	97.2
All Years	93.2	94.9	92.8	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Currently we have a teaching principal and three class teachers. We have 2 School Learning Support Officers. A General Assistant one day a week and Learning and Support Teacher one day per week. We have an Aboriginal Learning Support Officers who teaches language to students K–6.

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

One staff member is working towards proficient level of accreditation. One staff member is working towards Highly Accomplished level. All other staff are proficient level of accreditation working on maintenance.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	44,327
Revenue	731,547
Appropriation	708,755
Sale of Goods and Services	0
Grants and Contributions	22,061
Gain and Loss	0
Other Revenue	0
Investment Income	731
Expenses	-704,646
Recurrent Expenses	-704,646
Employee Related	-628,058
Operating Expenses	-76,588
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	26,900
Balance Carried Forward	71,227

With a strong opening balance, some purchases were made throughout the year to develop plans for future purchases including technology.

Major purchases included funding a fourth classroom to be interactive, a new interactive projector in the connected classroom, staff collaboration sessions and professional learning in literacy and quality teaching practices.

Operational funds were used for staffing, targeted support in wellbeing initiatives, professional learning in literacy and numeracy strategies, and resources to support teaching and learning.

Grants received supported sports, environmental education and literacy needs of students.

With a focus on PBL, Writing, Numeracy and STEM this year some funds will be used to develop a technology suite to support student learning across Key Learning Areas.

Inclusive practices for students with identified learning needs embedded through effective teaching practices..

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	627,823
Base Per Capita	14,116
Base Location	6,737
Other Base	606,969
Equity Total	44,514
Equity Aboriginal	2,312
Equity Socio economic	15,138
Equity Language	0
Equity Disability	27,064
Targeted Total	10,776
Other Total	13,491
Grand Total	696,604

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

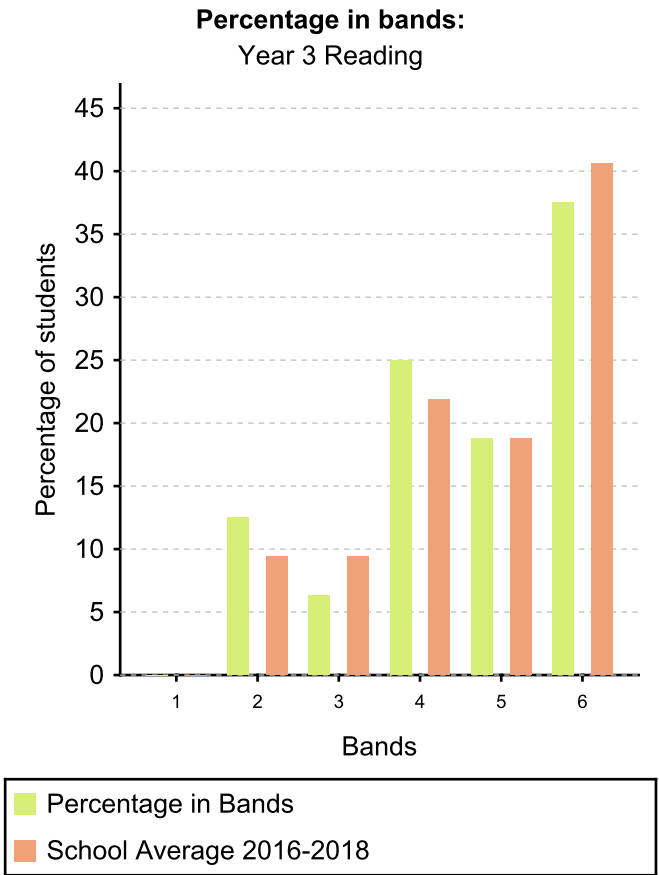
NAPLAN

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.

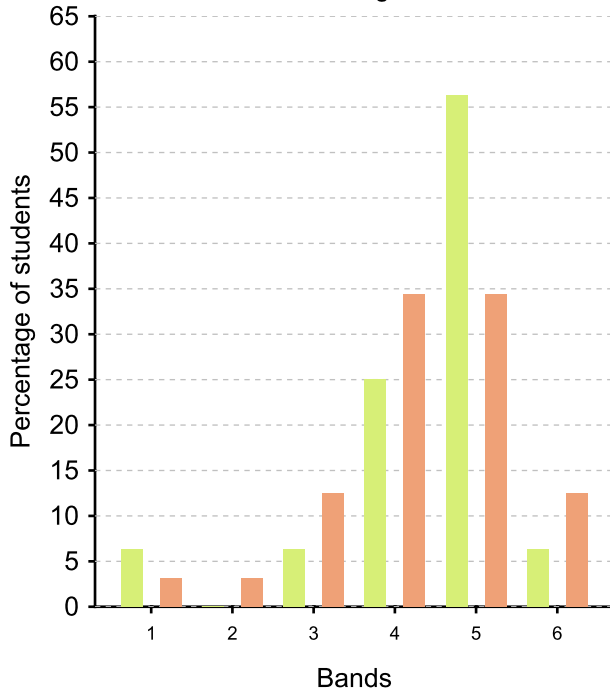
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Repton Public School had a larger cohort of Year 3 students this year. Our reading showed strength in higher bands with Writing showing a bulk of student success in Band 4. In Year 5, individual performances were varied and 51% were in Band 5 for Writing.

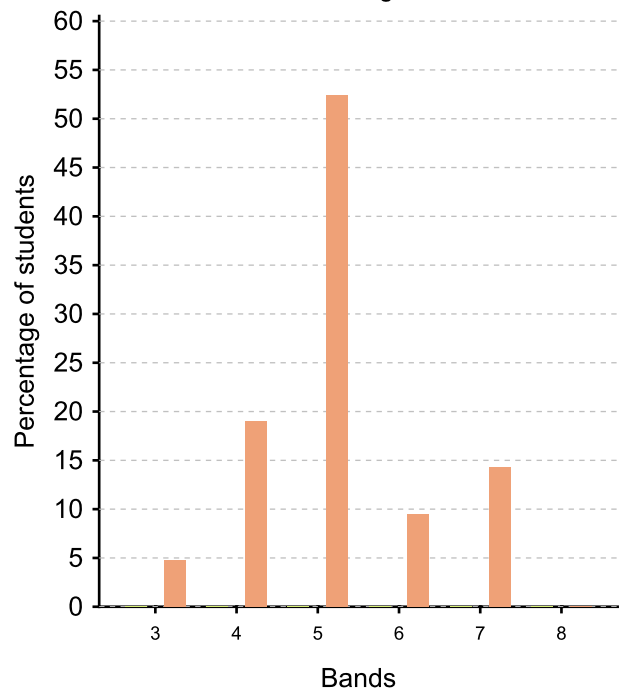


Percentage in bands:
Year 3 Writing



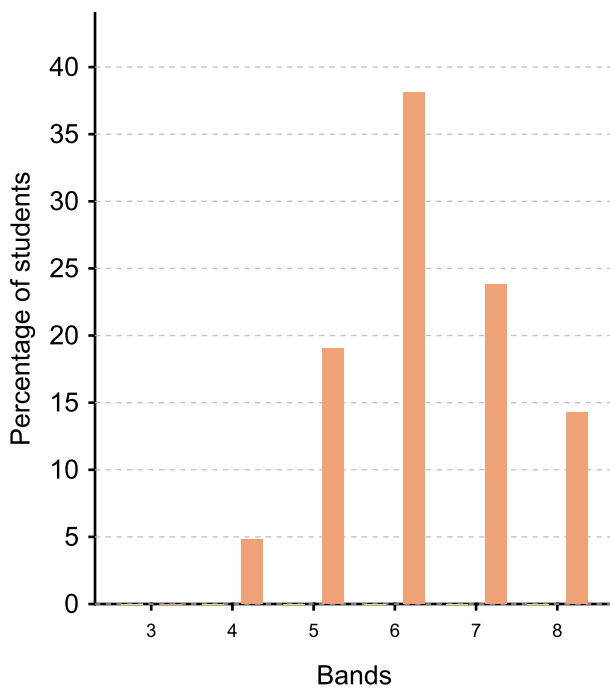
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

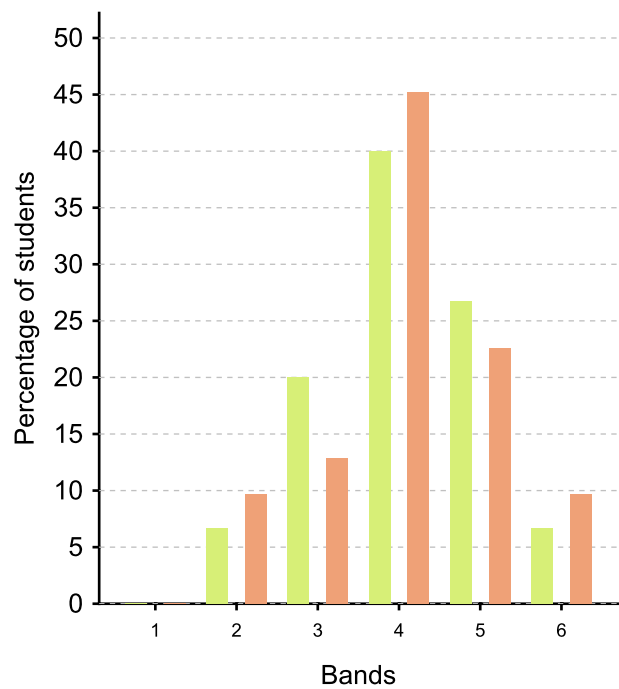
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Numeracy results for our Year 3 students showed a growth in the middle bands. In Year 5, this was also the case with a focus being on the need to increase numbers in the top bands.

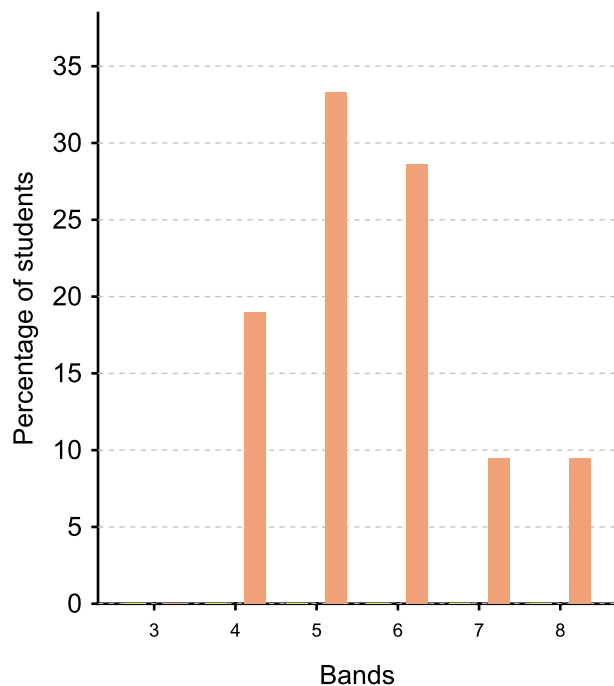
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:

Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.>

In accordance with 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 still working towards students working in the top 2 bands.

Parent/caregiver, student, teacher satisfaction

Data from the Tell Them From Me survey indicated that parents feel like they are informed and over 52% were involved in school events and functions. Parents indicated they supported learning at home and felt the school supported their students learning and positive behaviour. The report indicated parents felt their child was safe and included in the school.

Policy requirements

Aboriginal education

An increased number of Aboriginal students enrolled this year which developed a focus on inclusive practices.

Staff purchased a shirt "Community Links" during NAIDOC week and created a whole school artwork to promote "together we can" and held a community feast with parents supplying culturally significant food for the students.

Personal Learning Plans were developed with consultation with parents for all identified students.

Uncle Mark Flanders – a local elder with National Parks and Wildlife, was invited to Cubby House day to talk about totems and sustainability in Aboriginal culture.

Dylan Kelly provided Gumbayngirr language lessons weekly and celebrated student achievement with an Aboriginal education award introduced for presentation day.

Two staff trained at local "Connecting to Country" professional learning.

Multicultural and anti-racism education

Multiculturalism was celebrated through focused literacy sessions K–6 and day of celebration for Harmony day. 100% of staff collaborated and held discussions around family and community history was shared.

Anti-racism education was acknowledged through a whole school approach to Belonging and celebrating identity and difference.