

Repton Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

- SALM Data will reflect a reduction in playground incidents and an increase in positive desirable behaviours.
- 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.
- Year 5 students achieve at or above expected growth in Creating Texts–Writing.
- Year 5 students achieve at or above expected growth in Quantifying Number– Numeracy.

Progress towards achieving improvement measures

Process 1: Wellbeing and Engagement to Support Learning

- Weekly lessons in Positive Behaviour for Learning are taught based on collected data and explicitly promote student wellbeing and engagement.
- Implement Stephanie Alexander Kitchen Garden and programs to support student interest.

Evaluation	Funds Expended (Resources)
Question: Has there been an improvement in students positive attitude toward school. Has student achievement displayed growth in writing and number? Data: TTFM survey, Assessment growth data– progressions Finding: Students feel increased sense of school pride, Implication: continue to implement school interest groups, incorporate PBL action plan in classrooms	PL L3 SCOUT data Progressions training and implementation Funding Sources: <ul style="list-style-type: none">• Equity (\$3000.00)

Process 2: Planning and Reporting

- All teachers use evidence-based strategies and innovative thinking to deliver measured improvement in student progress and achievement in Writing and Number.

Evaluation	Funds Expended (Resources)
Question: What were the achievements of students compared to grade expectations? Data: report/assessment analysis Finding: 100% of students showed growth at or above grade expectation in Writing. Implications: Continue targeted approach to literacy sessions and replicate for numeracy sessions.	whole school assessment spreadsheet PL in writing and numeracy Collaborative planning sessions Funding Sources: <ul style="list-style-type: none">• equity (\$5000.00)

Next Steps

- continue updating Anti-bullying plan
- consistency in approach to assessment tasks in writing
- Use numeracy sessions to have explicit direction and goals as in writing
- implement school interest groups, incorporate PBL action plan in classrooms

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.

Improvement Measures

- All students achieve at or above expected growth in Writing using progressions CrT.
- All students achieve at or above expected growth using Numeracy Progressions.
- Clear, visible and continuous mapping of students on Literacy and Numeracy Learning Progressions leading to students achieving at or above expected grade levels in both domains.

Progress towards achieving improvement measures

Process 1: Progress and Achievement Based on Reliable Data

- Learning goals are informed, and progress towards goals is monitored through the collection of quality, valid and reliable data.

Evaluation	Funds Expended (Resources)
<p>Question: Was there evidence of student growth in CrT and QuN?</p> <p>Data: Learning progressions, student assessment</p> <p>Finding: whole school results were recorded in school drive with 100% students displaying growth K–6.</p> <p>Implication: Discussions around appropriate growth were held. How do we know if appropriate levels of growth are achieved for each student in each grade level. Modification of assessment tool to show grade appropriate progress.</p>	<ul style="list-style-type: none">• PLAN2

Next Steps

- validate effectiveness of structured lessons in literacy and numeracy.
- Evaluate teaching practices through lesson observations.
- Modify assessment tool to show growth

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: A Professional Learning Community

- All teachers are part of a professional learning community focused on the continuous improvement of teaching and learning. Embedding instructional leadership and high expectations across the school

Evaluation	Funds Expended (Resources)
Questions: Has a professional learning community been established across schools including all staff? Data: Meeting agenda, minutes Findings: Learning community established and all parties have established a plan for working together in 2020 Implications: Ensure there is time for meetings to occur with clear agendas and intentions	\$750 3 1/2 casual days

Next Steps

- revise timetables and SLSO support to ensure all students needs are being accommodated
- scope and sequences reviewed for across stage and abilities to include new resources
- PL meetings for best practice quality teaching practices
- Collaborative planning with CTJ and class observations

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Presentation day award \$1000 SLSO Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$10 000.00) 	Aboriginal students were celebrated for their efforts and achievements throughout the year. Goal setting was communicated and celebrated.
Low level adjustment for disability	\$10000 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$10 000.00) 	Students achieved progress in goals and have made improvements in both literacy and numeracy
Quality Teaching, Successful Students (QTSS)	Total: \$6500 Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$6 500.00) 	PDP evaluations were completed by all all staff reflecting school plans and initiatives. Reflections were deep in understanding evaluative thinking, achievements and ongoing goals were creating.
Socio-economic background	\$6000 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$6 000.00) 	The school has been able to support a range of student interest groups including academic, dance, choir, drumming, music, environmental, sporting which has resulted in increased engagement from students and community.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	27	42	39	34
Girls	32	31	29	25

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	90.7	89.3	93.1
1	95.6	86.5	90.1	92.1
2	96.8	94.5	93	89.7
3	95.7	93	95	90.4
4	94.6	94	95.6	91.9
5	94.2	96.1	96	88.7
6	92.6	95.2	97.2	91.6
All Years	94.9	92.8	93.4	91.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	71,227
Revenue	906,080
Appropriation	854,952
Sale of Goods and Services	453
Grants and contributions	49,873
Investment income	802
Expenses	-881,764
Employee related	-756,429
Operating expenses	-125,335
Surplus / deficit for the year	24,315

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	65,986
Equity Total	52,523
Equity - Aboriginal	9,802
Equity - Socio-economic	14,049
Equity - Language	0
Equity - Disability	28,672
Base Total	671,122
Base - Per Capita	15,955
Base - Location	19,267
Base - Other	635,899
Other Total	30,041
Grand Total	819,672

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

As responded to by parents, students and teachers in the Tell Them from Me Survey 2019, Repton Public School has strong communication with parents and they feel welcome at the school, they are informed and they support learning at home. Higher than State averages were recorded in all areas of the survey. Strong support was shown for schools ability to support their child's behaviour including safety and inclusivity. Students beliefs also recorded higher than state averages of their ability to participate in sports, extracurricular activities, a feeling of belonging, positive relationships, positive behaviour at school as well as being interested and motivated at school. Our staff feel valued and supported in their teaching and learning and feel a strong sense of importance around learning and wellbeing.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

