Robert Townson Public School
Annual School Report

2012
Our school at a glance

Students
Students at Robert Townson Public School (Robert Townson PS) are highly motivated and encouraged to fully participate in all areas of school life.

Staff
Staff recognise that learning occurs best when students are highly engaged, teaching is focused, expectations are high, students take responsibility for their own learning and support is provided by teachers, parents and the community. Our skilled and dedicated staff work in professional teams to design challenging and innovative learning experiences.

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

Significant programs and initiatives
- TOWN (Taking Off With Numeracy)
- TEN (Targeted Early Numeracy)
- Aboriginal education programs
- Student Representative Council (SRC)
- Peer Mediation – Playground Pals
- Positive Behavioural Interventions and Supports (PBIS)
- Live Life Well @ School
- Reading Recovery
- MultiLit
- Jolly Phonics and Grammar
- Speech Therapy
- English as a Second Language
- Japanese
- Learning Assistance
- Bug Club online reading program
- PSSA sport
- Visual Arts program culminating in a whole school art show: The Artists of Robert Townson

Student achievement in 2012
In Year 3, 87% of students achieved in the top four bands in reading, 100% in writing, 94% in spelling, 83% in grammar and punctuation and 82% in numeracy. In Year 5, 72% of students reached the top four bands in reading, 87% in writing, 87% in spelling, 78% in grammar and punctuation and 76% in numeracy.

Year 3 girls have made significant improvement in the test aspects of reading and spelling. Year 5 girls have shown pleasing results in the aspect of grammar and punctuation. 100% of Year 3 students achieved at or above minimum standard in writing.

Messages

Principal’s message
Robert Townson Public School is a dynamic and innovative school where students, parents and staff work in partnership to provide children with opportunities to strive to achieve our motto ‘Aim High’ in all areas of school life. The school has a strong focus on literacy and numeracy, delivering programs aimed at meeting the individual needs of learners. Focus on Reading, Jolly Phonics and Grammar, Speech Therapy, MultiLit and Best Start supported literacy learning. In numeracy as well as Count Me in Too, Taking Off With Numeracy (TOWN) and Targeting Early Numeracy (TEN) were introduced.

Student welfare programs are paramount with the Positive Behavioural Interventions and Supports program (PBIS) values of be safe, be respectful and aim high being a feature of every classroom and the playground.

The school has well-resourced technology programs with all classrooms having access to the internet as well as interactive whiteboards. The library has a computer lab and a video conferencing facility. The Bug Club online home reading program continues to be extremely popular.

The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in numerous joint programs. Other highlights include winning the inaugural Campbelltown Academic Challenge, two of three
Tournament of Minds teams being highly commended. Jaimie Gregson won the Multicultural Public Speaking Competition Senior Division and Jessica Gleave was highly commended in the Junior Division. A strong creative arts program culminated in the Artists of Robert Townson exhibition providing every student with the opportunity to display an artwork. The Wakakirri Story-Dance performance involved ninety students taking to the stage at the Wollongong Entertainment Centre. Students from Years 4 and 5 participated successfully in Primary Play Day. Our students continued to perform well in a variety of sports with students reaching State representative level. Robert Townson PS won all three major Zone Carnivals. The Live Life Well Program has assisted students to develop a better understanding of the importance of physical activity and good nutrition.

I would like to extend my thanks to the students for all their hard work and the respectful way they have maintained the high standards expected of them. The staff at Robert Townson PS are sensational, they are dedicated and committed to providing the best for the students in all areas of school life. Congratulations to Kathryn Duffy on becoming one of the top 10 finalists in 2UE’s quest to find Sydney’s favourite teacher. Thank you to parents for the support they have provided for their children and the children of others by helping here at school on a day to day basis with a variety of school activities such as reading programs or excursions. A huge thank you to the P&C and School Council for their support and tireless work. Special thank you to our amazing administration team led by Lynn Turner, Sue Poto and the canteen team, our wonderful library helpers and Julie and the cleaning team.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Linda Green

P & C message

Parent participation and support is very important to the day to day running of our school. The P&C Association continues to provide a forum for teacher, parent, community and school executive to work together. This forum grants opportunities to participate in policy decision-making and fundraising for the school. The P&C Association currently rotate their meetings between night and day to allow a greater cross-section of the school community to participate. In 2012, through various fundraising activities, the P&C Association raised over $7000 for the school. These funds were utilised to purchase Bug Club, an online home reading program and other resources. Through the Woolworths Earn and Learn program the school acquired a substantial amount of literacy and numeracy resources. Parents are encouraged to attend P&C meetings and are welcome to help our school in any way they are able.

Christine Wright (P&C President)

School Council message

The School Council meets on a regular basis to discuss matters pertaining to the day to day running of the school (eg. Finance, staffing, policies and procedures.)

The Council is made up of staff, parents and local community members. We have had another productive year and I thank everyone for their continued support.

Trudy Marquardt – President
Student representative’s message

This year the Student Representative Council (SRC) has provided the school with support not only to the teachers but also to the other students, resolving minor playground issues as Peer-Mediators. The SRC initially assisted at the Kindergarten Orientation, helping the students settle in to a new environment. The SRC were provided with the opportunity to develop their public speaking skills presenting at many assemblies. The Young Leaders Day made us more aware of what it means to be a real leader. With the ongoing support of the P&C, the SRC helped with fundraisers such as the Slice Drive and the Line of Coins. Hayley Boothe represented the school at the Regional Ambassadors Program.

Jaime Gregson, Kate Woodbury, Ethan Clarke-Wood, Angus Clarke and Koby Harris

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

![Student enrolment profile chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
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<td>1</td>
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<td>93.8</td>
<td>94.0</td>
<td>93.6</td>
<td>94.8</td>
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Management of non-attendance

Student attendance is closely monitored by class teachers who maintain lateness and attendance monitoring program (LAMP) data sheets for students whose attendance is of concern. Class teachers and executive staff discuss any concerns with parents and carers as part of this monitoring process. If necessary the Home School Liaison Officer is involved.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td><strong>Total</strong></td>
<td>35.827</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Robert Townson PS has one Indigenous teacher who leads the implementation of Aboriginal education programs.

**Staff retention**

Tanya Lewis was promoted to the position of assistant principal at another school. Christine Clancy transferred to a school on the South Coast. Kylie Yabsley and Jennifer Masters were permanently appointed to our school. Gina Pettitt transferred from another school. Chris Weeks retired after many years of service as the general assistant and Peter Smith transferred into this position. Murray Crompton was permanently appointed to another school.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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**Financial summary**

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

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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Robert Townson PS delivers high quality programs that are focused on maximising learning opportunities in all Key Learning Areas.

Achievements

Arts

The Biennial program Artists of Robert Townson was successfully implemented showcasing the quality and depth of Visual Arts K-6. The artworks of six students were submitted to the Regional Directors Art Competition with one student, Ava Lai, receiving a Directors Choice Award for excellence. Several artworks now hang in the Glenfield Education Office. Stage 3 students entered a record number of artworks in the Macarthur Threatened Species Art Competition with one student, Nikhil Vishwa, awarded third place. He will have his artwork printed in the 2013 calendar.

Eighty-five students performed in the 2012 Wakakiri Story Dance heat at Wollongong. The Circus Troupe performed during Education Week, in the Fire in the Fields Ingleburn School Education Area Performing Arts showcase and at the Spring Fair at Sarah Redfern PS. One class participated in the Primary Play Day initiative.

Sport

Robert Townson PS participated in the New South Wales Primary Schools Sport Association (NSWPSSA) gala day competitions as part of the Fields Zone. Hundreds of students competed in a wide variety of sports and represented their school with pride. The senior A Oz-Tag, senior A netball and junior cricket teams won their respective competitions.

Ninty-six students in Years 2-6 attended a two week Department of Education Swimming Scheme in Term 1. Water safety was addressed as well as swimming instruction which resulted in improvement in water confidence and swimming ability for all students over the 10 lessons.

The swimming carnival was very successful with students participating enthusiastically. All children wore the correct coloured wrist bands to correspond with their swimming ability. Students participated in a full range of competitive and novelty events. Thirty-one students represented Robert Townson PS at the Zone Swimming Carnival, with seventeen going on to represent the Fields Zone at the Sydney South West Swimming Carnival. Hayden Williams, in Year 5, was the Junior Boys Champion. Four students went on to compete at the State Swimming Carnival, representing Sydney South West Area. Robert Townson PS was named overall winner of the Zone Swimming Carnival.

All students K-6 participated in the cross country carnival. Students 3-6 competed over 2km and 3km events, while K-2 students participated in a fun run. Sixty students represented the school at the zone carnival, with sixteen going on to the area carnival. Two students, Thomas Gowdy and Zunaid Dubois, went on to run at the State Carnival at Eastern Creek. Robert Townson PS was awarded overall winner of the Zone Cross Country Carnival.

Athletics carnivals for 3-6 and K-2 were held in Term 2 and Term 4 respectively and were well attended by parents. Fifty-four students competed at the Fields Zone Athletics Carnival at Campbelltown Athletics Stadium. Twenty went on to represent the zone at the Sydney South West Athletics Carnival including four relay teams. Baily McParland, Zunaid Dubois, Ethan Clark-Wood and Darren Paese competed at the State Athletics Carnival and performed extremely well. Robert Townson PS was awarded overall winner of the Zone Athletics Carnival with Thomas Gowdy (11 Boys), Baily McParland (Open Boys) and Trent Marsh (Junior Boys) achieving athletics age champions.

Twenty-one students were selected in Fields Zone teams to play at Sydney South West carnivals in hockey, netball, soccer, softball, touch football, Rugby League and AFL, with Baily McParland going on to represent NSW at the National Titles in Adelaide. All students who represented the zone and played in a winning school team were awarded certificates at the Fields Zone Presentation in November.

Robert Townson PS participated in numerous external sporting events including Milo Cup Cricket, Wests Knockout, Paul Kelly Cup, Tiger Shield, 6-a-side Touch Football Competition and
Futsal. In AFL our team competed in the State Titles at the Paul Kelly Cup and came second in their pool to just miss a place in the semi-finals. Thank you to all parents and teachers who gave up time during the week and on the weekend to organise, coach and support these teams.

2012 was another successful year on the sporting fields for Robert Townson with children excelling in a wide range of sports. With the continued support of the staff, parents and external coaching organisations we hope that 2013 is another successful year for us here at Robert Townson.

Campbelltown Academic Challenge
The inaugural Campbelltown Academic Challenge was held at Sarah Redfern HS. School teams had to undertake a series of challenges testing their knowledge of history and geography, spelling and English and their ability to solve problems and work cooperatively in a team. Our team, Cameron Bowden, Ava Lai, Kate Woodbury and Nikhil Vishwa, coached by Mrs Hasler performed exceptionally well winning their pool and then being the overall champions of the sixteen schools that competed. They were awarded a trophy and the perpetual shield. Further to the competition they were invited to a luncheon and guided tour at State Parliament House.

Tournament of Minds
Tournament of Minds is a problem solving program for teams of students from both primary and secondary years. They are required to solve demanding, open-ended challenges. Tournament of Minds is an opportunity for students with a passion for learning and problem solving to demonstrate their skills and talents in an exciting, vibrant and public way. Tournament is open to all schools in Australia.

Robert Townson PS entered three teams in Tournament of Minds held at the University of Western Sydney. All teams worked extremely hard to solve their long term problem, often staying after school and working on weekends. All three teams demonstrated excellence in creative problem solving, cooperative team work, divergent thinking and risk taking as well as showing a spirit of inquiry and a love of learning. Congratulations to the Applied Technology and Language Literature teams who were runners up in their divisions and received Tournament Honours.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

![Percentage of students in bands: Year 3 Reading](chart.png)

![Percentage of students in Bands](chart.png)

School Average 2008-2012
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Personalised Learning Plans (PLPs) were written for all Indigenous students at Robert Townson PS. This collaborative process involved input from the Aboriginal Education coordinator, class teacher and parents, during parent teacher interviews in Term Two. The proforma used by Robert Townson PS for PLPs has been approved by Regional Office and shared with schools in our wider community.

Indigenous students were invited to attend a number of events outside the school this year. Students 3-6 visited Tharawal Aboriginal Corporation to commemorate Sorry Day. Students K-6 also took part in the Community of Schools NAIDOC celebrations for the first time at St Andrews PS. After a formal assembly, students participated in a number of activities involving dancing, craft, traditional tools and medicines and boomerang throwing. The day was enjoyed immensely and very worthwhile. Stage 2 Indigenous students participated in the Heartbeat program at the University of Western Sydney, Campbelltown campus.

Year 3 Indigenous students who completed NAPLAN achieved in bands 2-3 in literacy and numeracy.

Year 5 Indigenous students who completed NAPLAN achieved bands 5-8 in literacy and 4-5 in numeracy.

Students who achieved at or below minimum standard in NAPLAN were supported in specific areas through PLPs and Individual Education Plans. Norta Norta funding was accessed to support literacy and numeracy.

**Multicultural education**

Robert Townson PS has children from thirty-nine different cultural backgrounds. The six largest language backgrounds other than English are Arabic, Spanish, Hindi, Samoan, Greek and Tagalog. The curriculum provides students with opportunities to identify and appreciate the cultural heritage of all students and to represent differing viewpoints especially when they study celebrations of other cultures.

**Languages other than English - Japanese**

Robert Townson PS continued to offer a highly successful Japanese program. All Stage 2 students took part in lessons designed to increase their awareness of Japanese language and culture.

The school hosted a delegation of high school students from our sister city Koshigaya which gave our students the chance to interact with native Japanese speakers. A Japanese community member came to help in some classes.

Mrs Greaves and Mrs Grant continued their study of Japanese through the University of New England and successfully completed their second year of the Diploma in Modern Languages.

**Excursions**

Students attended three overnight excursions: The Tops Conference Centre, Stanwell Tops (Year 4), Bathurst (Years 5 and 6) and The Great Aussie Bush Camp at Tea Gardens (Year 6). Students also had the opportunity to attend day excursions at which Robert Townson PS students were frequently complimented on their excellent behaviour and eagerness to learn. These included trips to the Camden Show, Taronga Zoo, Calmsley Hill City Farm, Wooglemai Environmental Education Centre and Kamay Botany Bay National Park.

**Respect and Responsibility**

Real levels of achievement are greatly increased when teachers and parents expect high standards. Here at Robert Townson PS we pride
ourselves on being a caring, orderly and well-disciplined school. The Positive Behavioural Interventions and Supports (PBIS) program is focused on three key values Be Safe, Be Respectful and Aim High. School signage provides a highly visible reminder of these values.

A data management system, STARS, is used to record behaviour and academic achievement enabling the monitoring of individual students, groups of students and school trends.

Positive behaviour continues to be recognised through the school award system. Eighty-three students received Principal’s awards and ten received silver medallions. All students began each term with the opportunity to receive a bronze award in recognition of consistently positive behaviour. A PBIS reward day was introduced twice each term to reward those students who consistently uphold the three key values. Gold medallions were awarded to 93 Year 6 students for upholding the school’s key values throughout their primary school years. A graduation assembly was held to recognise the achievement of Year 6 students in all areas of school life.

**Integration**

This program supported 24 students with a range of special needs. Training was provided for teachers and six School Learning Support Officers (SLSO) were employed. Programs for the integration students were tailored to meet their individual requirements. Strategies ranged from classroom assistance in accessing the curriculum to support in the playground with structured and supervised play.

**Technology**

All classrooms, special purpose rooms and the library have Internet access and interactive whiteboards allowing students to access a broad range of learning programs. Under the Technology for Learning (T4L) program a number of computers were replaced with the latest models. Net books were purchased to support a mobile computer lab consisting of 14 computers. Also under the T4L program, the school acquired Aruba wireless modems to make wireless internet available. Senior students took part in a series of video conferences to enhance their leadership skills. Staff participated in various technology workshops to develop skills in order to create engaging and relevant learning experiences for students.

**Reading Recovery**

Reading Recovery identifies those students who are experiencing the most difficulty with reading and writing in their second year of schooling. These students attend intensive literacy-based lessons for 30 minutes on a daily basis until they reach or exceed Reading Recovery level 16. At this time they discontinue their daily lessons but are monitored over a three year period. During 2012 16 Year 1 students participated in Reading Recovery.

**Live Life Well @ School**

We have continued with our journey in the Live Life Well @ School program with our school becoming Crunch & Sip accredited and all classes engaging in the Fundamental Movement Skills program.

Students have been encouraged to choose milk as a drink with the introduction of Magic Milk Monday as well as choosing more fruit and vegetables in their everyday diet with the promotion of Fruit ‘n’ Veg month. Regular exercise suggestions are appearing on homework sheets to promote a more active lifestyle at home.

**Environmental education for sustainability**

This year our school has made many changes to instill the environmental values of sustainability in our students and improve the way we dispose of waste. We have constructed three gardens and planted a variety of vegetables which were
harvested during Term 4. Classes also constructed and maintained two no dig potato patches. A successful worm farm was set up which was used to fertilise the vegetable garden.

We have introduced recycling bins and continue our paper recycling program. Composting bins were introduced and students were taught the principles of composting food waste from our Crunch and Sip program and mixing it with garden waste to produce compost for the vegetable garden.

We have built one of three planned compost bays to accommodate the food scraps. Bin audits were conducted to measure the amount of change students have made and show where they need to improve.

Students planted and maintained a native garden for National Tree Day and participated in Earth Hour to develop their understanding of the need to reduce energy consumption.

Stage 3 students ran a workshop at the Macarthur Sustainable Schools Expo and we entered several environmental competitions gaining third place in the Macarthur Threatened Species Art Competition.

Progress on 2012 targets

Target 1

Literacy and Numeracy

Improve student literacy and numeracy outcomes by increasing the percentage of students by 1.5% who achieve proficiency standard and decreasing the percentage of students by 2.5% who achieve at or below minimum standard in NAPLAN each year.

Our achievements include:

- All teachers K-6 participated in teacher professional learning in relation to literacy. The Ingleburn Literacy and Numeracy Leader provided training in the area of Best Start.
- Teachers presented literacy demonstration lessons for colleagues within and beyond the school.
- Best Start assessment, utilising technology-based recording.
- Teachers collaboratively programmed on a fortnightly basis for explicit teaching of skills and strategies that include teaching of modelled, guided and independent reading, comprehension and numeracy.
- The literacy and numeracy continuum were implemented K-6.
- Focus on Reading was resourced with the purchase of additional reading materials.
- The Bug Club online reading program supported the Home Reading program.
- A data management system was used to record and monitor student progress in literacy and numeracy.
- SMART data was analysed to ensure data informed practice at individual, group, class and whole school levels.
- The Reading Recovery and MultiLit intervention programs were implemented for students achieving below expected levels in reading.
- K-2 students participated in a speech therapy program delivered by a speech pathologist and team of students from the University of Sydney.
- Teacher and leadership capacity was strengthened through teacher professional learning.
- In Year 3 all areas of literacy were within state levels with Year 3 girls performing above state level in writing and spelling.
- In Year 5 writing, spelling and grammar and punctuation were within state levels however
the area of reading registers as a problem for both boys and girls

- Quality literacy and numeracy resources including software to support teaching and learning were purchased.
- Effective assessment of student progress which was then used to drive future planning of teaching was implemented.
- Effective use of flexible grouping structures were used to ensure students were taught at the appropriate level.
- Workshops in literacy and numeracy were attended by fifty parents.
- K-2 staff trained in TEN, focusing on lesson differentiation, ongoing assessment and flexible groupings in the teaching of numeracy.
- During the two-weekly planning cycle for programming mathematics staff used a consistent proforma which included lesson differentiation and a focus on working mathematically.
- TOWN training was undertaken by a group of primary teachers. Staff were updated regularly on the program including the use of short, focused and frequent activities, the use of data walls and using the numeracy continuum in the area of place value.
- The Language of Maths program was implemented in two classrooms to facilitate teacher training in developing a common language in maths and support students to interpret mathematical questions.
- Average progress in numeracy between Years 3 and 5 has increased beyond the State average.

**Target 2**

**Student Engagement and Attainment**

Our achievements include:

- A PBIS relaunch day was held to refocus the program.
- A PBIS reward day was introduced twice a term to recognise those students who were upholding the Robert Townson key values.
- Stage 3 students were trained in Peer Mediation by Robert Townson HS students and became Playground Pals mediating minor disputes.
- A whole school technology plan was developed to increase the effective use of technology for staff and students.
- The Robert Townson Improvement Through Sustainable Change (RISC) team was established to ensure the sustainability of effective school programs.
- A data management system facilitated the gathering of data within an established structure as well as analysis of data which informed decision making.
- Individual education plans for students who met the criteria were developed.
- The Learning Support Team monitored individual students and cohorts of students with common needs coordinating support resources within and beyond the school.

**Target 3**

**Aboriginal Education**

Our achievements include:

- All Aboriginal students had Personal Learning Plans (PLPs) which were closely monitored.
- Norta Norta funding was accessed to support the teaching of literacy and numeracy.
- Acknowledgement of Country was a feature of all school events.
- All Indigenous students were involved in genuine cultural experiences.
- Indigenous perspectives were integrated through all Key Learning Areas.
- The Aboriginal Education Policy was implemented with the support of professional learning.
- Indigenous students participated in NAIDOC celebrations with the Community of Schools at St Andrews PS.
- Stage 2 Indigenous students participated in the Heartbeat program at the UWS Campbelltown promoting future career opportunities in health and fitness.
Target 4

Curriculum and Assessment

Our achievements include:

• Appropriate assessment and reporting practices were embedded in all teaching and learning programs.

• The process of reporting to parents was reviewed.

• Teacher professional learning in relation to the provision of constructive student feedback contributed to the improvement of student outcomes.

• Students were able to access a broad range of performing arts opportunities including choirs, dance programs, circus skills, Primary Play Day and Wakakirri.

• The Artists of Robert Townson Art Show showcased the art work of all students K-6.

• Live Life Well program including the fundamental movement skills program and Crunch and Sip was implemented.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of learning.

Learning

Background

During the last few years Robert Townson PS has undergone major changes in teaching practice, this has been influenced by Best Start, Focus on Reading and more recently the TOWN and TEN programs. It was important to see how the changes impacted on the learning of students. A survey instrument from SchoolMap was used with parents, teachers and students.

Findings and Conclusions

The majority of responses were very positive from all groups. Areas of strength include:

• The classrooms are interesting places to learn.

• The school has access to good equipment that helps students learn.

• All groups felt the school expects all students to achieve to the best of their ability.

• Teachers at the school continually upgrade their skills through professional training and development.

Future directions

• Investigate ways to increase communication to parents about the learning of their child.

• Teachers would like students to take greater responsibility for their own learning and reflect on what they have learnt.

Curriculum

Writing

Background

To ensure the delivery of a balanced literacy program an evaluation of writing was undertaken.

Findings and Conclusions

Students, parents and teachers were surveyed. All participants believed that writing was an important skill to master. Teachers indicated that students had further developed their writing skills as a result of the focus on the writing of quality sentences delivered by the Ingleburn District Literacy and Numeracy Leader and training in the Seven Super Sentences program. The program was resourced with interactive whiteboard support materials which were available to all classes. It was found that persuasive devices and cohesion required development at all levels. Issues for Stage 3 were audience, ideas, cohesion and vocabulary. In Stage 2 teaching needs to be focused on punctuation, paragraphing and text structure. Teachers of all years need to encourage students to take more responsibility for their own writing and develop the editing and proof-reading skills of students. The Year 5 Day Star letter writing program was viewed favourably by all. The collection of draft writing books by the literacy leader to monitor writing development contributed to an increasingly consistent approach to writing.

Future Directions

A joint ‘Pen to Paper’ writing project, aimed at providing students with daily opportunities to
develop their writing skills, will be delivered by the literacy leaders of this school and Ingleburn PS. The project will include:

- Joint teacher professional learning.
- The development of an explicit teaching scope and sequence.
- Marking criteria to ensure a consistent approach that encompasses all aspects of writing.
- The provision of quality resources.
- The use of constructive feedback to improve student writing skills.
- Parent workshops.
- Demonstration lessons to showcase exemplary teaching and learning practice.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Thirty-four families responded out of the 413 families that were sent a survey. Their responses are presented below.

Parents felt very welcome in the school and were happy with the general appearance of the school grounds and gardens. Classrooms provided a positive environment in which children could learn. Staff were caring and approachable. Even though parents were satisfied they would appreciate more notice to be given in regards to future events.

Staff were very satisfied with the emphasis on literacy and numeracy. They were very aware of the importance of promoting a healthy lifestyle. Parents were always very welcome to support student learning.

**Professional learning**

Teacher professional learning funds were accessed by all staff to support the achievement of school targets. All staff attended stage planning in literacy and numeracy on a fortnightly basis as well as a program of professional learning presented at staff meetings. Many staff attended courses organised by the Department of Education and Communities. Courses were related to supporting technology, literacy, numeracy, gifted and talented students and student welfare. All teachers in K-2 were trained in the TEN and Best Start programs and four teachers were trained in TOWN.

**School planning 2012–2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

**Literacy and Numeracy**

Improve student literacy and numeracy outcomes by increasing the percentage of students by 1.5% who achieve proficiency standard and decreasing the percentage of students by 2.5% who achieve at or below minimum standard in NAPLAN each year.

**2013 Targets to achieve this outcome include:**

- Increased levels of literacy and numeracy achievement for every student consistent with school directions.
- Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.
- Strengthened literacy and numeracy learning through the effective use of diagnostic assessments.
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty.
- Strengthened teacher and leadership capacity to improve student learning.
- Quality literacy and numeracy practices are identified and implemented across the school.
- Decrease the percentage of students at or below national minimum standard in reading in Year 3 to 16% and Year 5 to 16%.
• Increased percentage of students at proficiency in reading in Year 3 to 37% and Year 5 to 28%.

• Increased percentage of students achieving greater than or equal to expected growth in reading to 65%.

• Kindergarten – 92% of students on Reading Recovery Level 8 or beyond (All between Reading Recovery Levels 5-8), Year 1 – 85% of students beyond Reading Recovery Level 16, Year 2 – 92% of students beyond Reading Recovery Level 25.

• Decreased percentage of students at or below national minimum standard in numeracy in Year 3 to 15% and Year 5 to 14%.

• Increased percentage of students at proficiency in numeracy in Year 3 to 36% and Year 5 to 24%.

• Increased percentage of students achieving equal to or greater than the expected growth in numeracy to 67%.

• Kindergarten - 87% of students at Perceptual level or beyond, Year 1 - 92% of students at Figurative level or beyond, Year 2 - 87% of students at Counting On level or beyond.

**School priority 2**

**Outcome for 2012–2014**

**Student Engagement and Attainment**

• School structures and practices respect and respond to the diverse needs and unique characteristics of every student.

• Students experience challenging, flexible, personalised and safe learning environments.

• Enhanced wellbeing of our students.

• School environments that enable students to experience success and receive recognition for their attainments.

• Increased use of technology to enhance learning.

**2013 Targets to achieve this outcome include:**

• Increase in the use of technology as an effective teaching and learning tool.

• Use of connected classroom strategies to enhance learning opportunities.

• Implement differentiated quality teaching and learning programs with effective individual education plans.

• Decrease in negative PBIS reports and increased distribution of awards recognising positive behaviours.

• Demonstrate improvement in School-wide evaluation tool (SET) survey.

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Strategies to achieve these targets include:

• Implementation of literacy programs Focus on Reading, Jolly Phonics, Jolly Grammar, Reading Recovery, MultiLit, speech therapy and Best Start.

• Implementation of the ‘Pen to Paper’ Writing Project which features teacher professional learning, quality teaching strategies, regular monitoring of student progress and specific feedback focused on improvement in collaboration with Ingleburn Public School.

• Implementation of numeracy programs TEN, TOWN, Count Me in Too and Language of Maths.

• Teacher professional learning and support at school and regional level.

• Implementation of National curricula in English and Mathematics.

• In-school leaders to support two weekly planning and programming.

• Purchase quality literacy and numeracy resources including software to support teaching and learning.

• Effective assessment of student progress which is then used to drive future planning of teaching.

• Quality teaching is evident in every classroom.

• Effective use of flexible grouping structures to ensure students are taught at the appropriate level.
Strategies to achieve these targets include:
- Implementation of PBIS, including improvement in signage and regular lessons on the PBIS matrix.
- Celebration of success in all areas of school life.
- Robert Townson Improvement Through Sustainable Change (RISC) team to lead the sustainability of effective school programs.
- Implement a data management system which facilitates the gathering of data within an established structure as well as analysis of data which informs decision-making.
- Develop individual education plans for students who meet the criteria.
- Learning Support Team monitors individual students and cohorts of students with common needs coordinating support resources within and beyond the school.

School priority 3
Outcome for 2012–2014
Aboriginal Education
- Effective implementation of the Aboriginal Education and Training Policy.
- Aboriginal Education Strategy is reflected in all priority areas.
- Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
- Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
- Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

2013 Targets to achieve this outcome include:
- All Indigenous Year 5 students achieve average growth in NAPLAN.
- Increase the number of Indigenous students in proficiency NAPLAN bands.

School priority 4
Outcome for 2012–2014
Curriculum and Assessment
- Implementation of a broad, inclusive and relevant curriculum.
- Clear alignment between the implementation of curriculum, professional learning and student learning needs.
• Appropriate assessment and reporting practices are embedded in all teaching and learning programs.

2013 Targets to achieve this outcome include:

• Mandated timelines for the implementation of the Australian curriculum are met.
• All classes participating in broad, inclusive and relevant curriculum programs and activities.
• Evidence of innovation in assessment and feedback practices.

Strategies to achieve these targets include:

• Develop a teacher professional learning program to support the implementation of the Australian National Curriculum.
• All staff complete courses English K-10 and Mathematics K-10 to support the introduction of new curriculum in schools by examining each syllabus, analysing needs and formulating implementation plans.
• Provide staff with knowledge of and access to resources which support the National Curriculum.
• Interpret student achievement data and identify the learning needs of students.
• Develop and implement a new student report to parents which is clear, concise, informative, presented in plain English and meets DEC guidelines.
• Review curriculum planning, programming teaching, assessing and reporting practices.

About the report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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