School context

Robert Townson Public School (Robert Townson PS), located in Raby, has a student population of 565. The school promotes life-long learning and aims to develop caring and enterprising members of our future society. Learners have diverse and challenging opportunities to develop their potential in all areas of school life. The school which has an excellent reputation is characterised by the motto *Aim High* with staff and students being immersed in a positive culture of high expectation and achievement. At Robert Townson PS student welfare is paramount. Through the Positive Behaviour Intervention Strategies (PBIS) program students focus on being respectful, being safe and aiming high.

Principal’s message

Robert Townson PS 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 Count Me in Too, Taking Off With Numeracy (TOWN) and Targeting Early Numeracy (TEN) were implemented. Following substantial professional learning the school is well placed to implement the NSW Syllabus for the Australian Curriculum – English in 2014.

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. This year iPads were introduced and students had the opportunity to produce movies which demonstrated their learning. An upgrade of the school website has seen a dramatic improvement in the number of people using this channel to access information.

The K-12 Campus initiative with Robert Townson High School (HS) continues to thrive with the schools being involved in numerous joint programs. Other highlights included participation in the ‘It’s Academic’ television quiz program and achieving third place in the Campbelltown Academic Challenge. Robert Townson PS scooped the pool in the Multicultural Public Speaking Competition with Kyanna Mungovan-Caruso winning the Senior Division, Chantelle Diaz winning the Junior Division and Sam Pape receiving the Highly Commended award. The Climate Clever Energy Savers program provided a grant which was used to develop an environmental education program which focused on recycling and energy management. A strong creative arts program culminated in the On Stage production of *Young Hercules* (Maverick productions) which provided every student with the opportunity to perform. The Wakakirri Story-Dance performance involved over ninety students taking to the stage at the Wollongong Entertainment Centre. Students from Year 4 participated in Primary Play Day. Our students continue to perform well in a variety of sports with students reaching State representative level. Robert Townson PS won all three major Zone Carnivals. The Crunch and Sip Program assisted students develop a better understanding of the importance of good nutrition.

This year we farewelled Wayne Osborne who was promoted to the position of Principal and we welcomed Lidia Cosic to our teaching staff. Congratulations to Christine Wright, P&C President who was the recipient of the ‘Public School Parent of the Year Award’ for South Western Sydney which was presented to her by Murat Dizdar, Executive Director for Public Schools at the Director’s Choice at the State Sports Centre Homebush.

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 2013, through various fundraising activities, the P&C Association raised over $5000 for the school. These funds were utilised to purchase iPads and reading resources. Parents are encouraged to attend P&C meetings and are welcome to help our school in any way they are able.

Father’s Day barbecue

Christine Wright P&C President

School Council message
The School Council meets 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.

Trudy Marquardt – President

Student representative’s message
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. 2013 has seen the SRC prepare for the introduction of a Student Parliament in 2014. This will be another way to empower our student body and give them a voice in the decision making process.

The SRC initially assisted with Kindergarten Orientation, helping the children settle into a new environment. Assemblies were organised and presented by the SRC, as well as the Crazy Hat Parade and Book Week. The SRC ran fund raisers for the Year Six Farewell including Line of Coins, Crazy Sock and Hair Day and the Talent Quest. The SRC assisted in the running of all school sport carnivals and Green Day which was held to promote the environment. The SRC attended Young Leaders Day.

Eveve Clarke, Caitlin McGing, Sam Pape and Ethan Rangaiya

Student information
Students at Robert Townson PS are highly motivated and encouraged to fully participate in all areas of school life.

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

Student enrolment profile

Student enrolment profile

Student enrolment profile
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>94.0</td>
<td>95.3</td>
<td>95.0</td>
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<td>95.0</td>
<td>93.6</td>
<td>93.3</td>
<td>94.2</td>
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</tr>
<tr>
<td>3</td>
<td>93.2</td>
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<td>93.8</td>
<td>95.0</td>
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<tr>
<td>4</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>93.0</td>
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<td>91.9</td>
<td>94.3</td>
<td>94.8</td>
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<tr>
<td>Total</td>
<td>94.6</td>
<td>93.8</td>
<td>94.0</td>
<td>93.6</td>
<td>94.8</td>
<td>94.9</td>
</tr>
</tbody>
</table>

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.

Workforce information

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

A team of executive, experienced, early career and specialist teachers as well as school learning support officers and school administration staff work together to provide quality education at Robert Townson PS.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.840</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.7</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
</tbody>
</table>

The teacher of ESL is 0.840. The school counsellor is 0.6. The school administrative and support staff is 4.062. The total is 35.202.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Robert Townson PS has one Aboriginal teacher.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

Expenditure

<table>
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<tr>
<th>Teaching &amp; learning</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>47442.85</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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</tr>
<tr>
<td>Library</td>
<td>8960.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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</tr>
<tr>
<td>Balance carried forward</td>
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</tr>
</tbody>
</table>
A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

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

**Academic achievements**

**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.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Other school based assessments**

Students are continually assessed and programs evaluated. When children enter Kindergarten they are assessed using the Best Start program. These assessments result in the generation of early learning plans. Students are tracked against departmental continuums in aspects of literacy and aspects of numeracy. Results are tracked using a State-wide data base called PLAN. Reading benchmark levels are assessed each semester and TEN numeracy data is updated each term. Writing is monitored each term K-6. In Years 2-6 the NAPLAN writing criteria are used. Results are analysed at Stage and whole-school level to ensure consistency of teacher judgment. The school counsellor administers individual tests as required.

**Significant programs and initiatives**

**Aboriginal education**

All students in Years 1-6 identified as Aboriginal or Torres Strait Islander have a continuing Personalised Learning Plan (PLP), incorporating assessment data, areas of need and support and areas for extension where applicable. Goals negotiated between students, teachers and parents are monitored throughout the year. Parents and caregivers are encouraged to participate in the goal setting process at parent teacher interviews. Students in Kindergarten have a PLP based on Best Start data and continued classroom assessment. PLPs are endorsed by the school’s Learning Support Team. The implementation of a goal setting timeframe has improved the effectiveness of the PLP, through ongoing monitoring.

NAPLAN achievement for 2013 showed improved results for Year 3 in reading, writing, grammar and punctuation and numeracy. Areas of need arising from Year 5 assessment are being addressed by PLPs and will be supported by Norta Norta funding during 2014.

In implementing the new NSW Syllabus for the Australian Curriculum – English and targeted professional learning involving the *Eight Ways of Learning* pedagogy, the inclusion of Aboriginal perspectives occurs across all Key Learning Areas. As new programs and units of work are devised under the syllabus guidelines, all students are educated about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

In accordance with the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP), readiness for school is evaluated during Best Start assessments and PLP’s are written accordingly. Attendance is closely monitored through school-wide systems and is currently excellent. Literacy and numeracy outcomes are addressed through PLPs as well as through whole school monitoring systems, NAPLAN assessment and the Learning Support Team, ensuring aspects such as integration and out of home care support are acknowledged. Engagement and connections are developed and maintained through community activities and
events and strong links with Robert Townson HS staff and students.

Smoking Ceremony

During the year, students attended a number of community events. Senior boys took part in dance workshops with Robert Townson HS students. All students K-6 took part in NAIDOC activities and performances, Indigenous students also gathered for additional cultural activities and performances. Indigenous students K-6 once again attended the local Community of Schools NAIDOC event at Leumeah PS, enjoying a day of authentic cultural engagement. We are excited to be hosting the event at Robert Townson PS in 2014 and look forward to our whole school being involved in this major community event.

The Arts

The school production of Young Hercules (Maverick productions) was successfully staged with every student K-6 taking part. A signing choir was established and performed at school assemblies. The Circus Troupe 3-6 performed at Camden Civic Centre for a celebration of local centenarians, The Fire in the Fields Ingleburn Community of Schools Performing Arts showcase, Sarah Redfern PS Fete and at various school events throughout the year. Ten senior students participated in the Regional Drama Festival and two classes participated in Primary Play Day. Over ninety students took to the stage in the Wakakirri Story-Dance performance at the Wollongong Entertainment Centre.

Sport

In 2013 Robert Townson PS competed 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 with senior oz-tag and senior soccer winning their respective competitions.

Many students in Years 2–6 attended a two week Department of Education and Communities 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.

At the swimming carnival all children wore coloured wrist bands to correspond with their swimming ability. Students participated in a range of competitive and novelty events. Twenty-nine students represented Robert Townson PS at The Fields Zone Swimming Carnival, with fifteen going on to represent The Fields Zone at the Sydney South West Swimming Carnival. Hayden Williams was the Senior Boys Champion and Sam Pape was the 11 Years Boys Champion. A large number of students went on to compete at the Area Swimming Carnival, representing The Fields Zone. At this carnival Hayden Williams was named Age Champion which was a fine effort. Robert Townson PS was also named overall winner of the Zone Swimming Carnival.
In the cross country carnival students in Years 3–6 competed over 2km and 3km events while K–2 students participated in a fun run. A large number of students represented the school at The Fields Zone Carnival with sixteen going on to the Area Carnival. Hayden Williams went on to run at the State Carnival at Eastern Creek. Robert Townson PS was awarded overall winner of The Fields Zone Cross Country Carnival.

Athletics carnivals for 3–6 and K–2 were held in Term 2 and Term 4 respectively. After competing at school level fifty-two students competed at The Fields Zone Athletics Carnival at Campbelltown Athletics Stadium. Robert Townson PS was awarded overall winner of the Zone Athletics Carnival with Jarrod Taylor (11 year boys), Caitlin McGing (senior girls) and Trent Marsh (junior boys) being named athletics age champions.

Eighteen students were selected in The Fields Zone teams to play at Sydney South West carnivals in basketball, hockey, netball, soccer, softball, touch football, Rugby League and AFL. All students who represented the zone and played in a winning school team were awarded certificates at The Fields Zone Presentation Night in November. Aaron Cahill was selected in both the Sydney South West Rugby League and AFL teams. Jackson Solomon played in the Sydney South West AFL team.

Robert Townson PS participated in numerous external sporting events such as the Wests Knockout, Paul Kelly Cup, Andrew Leeds and John Skandalis Shields and Futsal. In AFL our team competed in the State Titles of the Paul Kelly Cup and narrowly missed a place in the semi-finals.

Our Junior Rugby League team won the Andrew Leeds Shield.

2013 was another successful year on the sporting fields for Robert Townson PS with children excelling in a wide range of sports. With the continued support of the staff, parents and external coaching organisations we hope that 2014 is another successful year.

**Multicultural education**

Robert Townson PS has students from over thirty different cultural backgrounds. Approximately 30% of the school population is of language backgrounds other than English. Arabic, Hindi, Samoan and Spanish make up the greatest percentage of other language backgrounds. Over 50% of new enrolments were English as an Additional Language or Dialect (EAL/D) students. The curriculum provides students with opportunities to identify and appreciate the cultural heritage of all students. Cultural diversity is celebrated and students are encouraged to share their heritage and experiences.

**Respect and responsibility**

Real levels of achievement are greatly increased when teachers and parents expect high standards. At Robert Townson PS we pride ourselves on being a caring, orderly and well-disciplined school. The Positive Behaviour Intervention Strategies (PBIS) program is focused on the three key values of being respectful, being safe and aiming high. School signage provides a highly visible reminder of these values.

STARS, a computer-based data management system, 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. Seventy-eight students received Principal’s awards and eleven received silver medallions. All students began each term with the opportunity to receive a bronze award in recognition of consistently positive behaviour. Those with four bronze awards received a silver award. This year we introduced a gold award presentation assembly for those students who have received three silver awards or silver medallions.
The PBIS Reward Days continued twice each term to recognise those students who consistently uphold the three key values. The Townie award system for playground behaviour was introduced in Term 3. This enabled teachers to regularly reward students who uphold the PBIS values in the playground. Gold medallions were awarded to seventy-six Year 6 students for upholding the key values throughout their primary school years. A graduation ceremony recognised the achievement of Year 6 students in all areas of school life.

**Public speaking**

Over the years Robert Townson PS has earned an excellent reputation when it comes to public speaking. All students have the opportunity to participate at class level. This year we were extremely successful in the Multicultural Public Speaking Competition. Students from across the area that had been selected to represent their schools came and presented their prepared speeches which were of the highest standard. Students then faced the challenge of making an impromptu speech. Both segments of the competition were equally weighted and judged by an adjudicator from the department’s Performing Arts Unit. Our students performed extremely well with all students who entered gaining a place. Chantelle Diaz won the Junior Division. Kyanna Mungovan-Caruso won the Senior Division and Sam Pape was Highly Commended. Students also performed well in the Ingleburn District Public Speaking Competition.

**Christine Wright Recipient of the Public School Parent of the Year Award for South Western Sydney**

Christine Wright is an integral part of the Robert Townson family. She is widely recognised with respect by staff, students and parents alike for the outstanding contribution she continues to make to our school community and that of Robert Townson HS. Her three sons attended the Robert Townson schools and continue to involve themselves in helping out with sport. Now Christine’s grandson attends this school.

Christine is dedicated to supporting every opportunity for our students to achieve their personal best at school and as a citizen of the Raby community. Christine has been a member of the P&C for twelve years, holding the position of president for many years. She is also an executive member of the high school P&C. She regularly attends School Council meetings and is very aware of the school’s goals and priorities.

Her positive influence extends beyond her many fundraising initiatives to directly supporting school initiatives in education. Christine has trained hockey, Futsal and Tiger Shield teams. She has helped to prepare the K-6 art show, coordinated costumes for musicals, assisted with Rock Eisteddfod, run school banking, established school uniform shops and worked in classrooms with students with disabilities. At her own initiative Christine established a support group for parents of children with autism at Robert Townson HS.

Christine is a selfless individual who shows empathy and compassion to all. She is a gentle persuader who works tirelessly for the benefit of our students. Christine doesn’t judge or criticise; everyone is treated the same and valued for themselves. She is not motivated by reward nor does she seek accolades for her efforts.

There is no question that Christine deserves to be recognised with a Parent of the Year Award and we are all proud to claim her as our own here at Robert Townson PS.

**Regional Ambassadors Program**

Alexandra Toweel was nominated to represent Robert Townson PS in the South Western Sydney Regional Ambassadors Program. Ambassadors had to demonstrate the following qualities:

- Adherence to the values of public education
- Leadership qualities
- Advanced communication skills
- Ongoing contribution to the school community

**Campbelltown Academic Challenge**

At the Campbelltown Academic Challenge held at Sarah Redfern HS teams had to undertake a series of challenges testing their knowledge of history and geography, spelling and English as well as their ability to solve problems and work cooperatively. Our team, Brendon Vorrias, Jarrod Taylor, Bethaney Lewis and Sagar Pathania coached by Mrs Hasler were placed third in the Challenge and were invited to attend a special reception at NSW Parliament House by Mr Brian Doyle State Member for Campbelltown, the Patron of the Campbelltown Academic Challenge. The visit included a tour of Parliament House and an opportunity to watch question time.

**Technology**

Technology at Robert Townson PS is continually improving. This year the Technology 4 Learning (T4L) rollout saw the school server upgraded and linked to the Department for easier access to the network for students and staff. The T4L rollout also allowed the school to upgrade computers to create a mobile lab of fourteen laptops to be used in the classrooms.

All students have access to technology with interactive whiteboards in all classrooms, the library and computer lab. Students have access to a computer lab consisting of 35 desktop computers. Sixteen iPads and syncing station were introduced to support student engagement, creativity and deep understanding and to embed technology into teaching practice.

Staff attended workshops and revised school units of work to embed technology and Web 2.0 tools into everyday classroom routines.

**Learning Support Team**

The Learning Support Team which includes the principal, deputy principal, the school counsellor, specialist teachers, stage leaders and classroom teachers meets weekly to review student referrals and to track the progress of identified targeted groups requiring support across the school. Academic, social, emotional, behavioural and physical issues are addressed. In total thirty-five students were reviewed and recommendations for improvement were implemented. In addition to this other students were reviewed by the school counsellor.

The Learning Support Team was part of the PLASST trial and the National Collection of Data 2013 trial in which survey data was collected and analysed at a national level to help further determine academic, social, behavioural and emotional support required for the students in our schools.

The Learning Support Team developed a refined Individual Learning Plan (IEP) for reading achievement and tracked student progress over the year.

**Reading Recovery**

The Reading Recovery program identifies those students who are experiencing the most difficulty with reading and writing in their second year of schooling. The children 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 2013 seventeen Year 1 students participated in the Reading Recovery program.

**Excursions**

Students attended three overnight excursions: The Tops Conference Centre, Stanwell Tops (Year 4), Canberra (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 Taronga Zoo, Calmsley Hill City Farm, Wooglemai Environmental Education Centre, the Imax Theatre and the Wollongong Science Centre.

Japanese

Robert Townson PS has continued to offer a highly successful Japanese program. All Stage 1 and 2 students took part in lessons designed to increase their awareness of the Japanese language and culture. These lessons introduced Year 1 and 2 students to the LOTE program and provided opportunities for Year 3 and 4 students to increase their knowledge and understanding of Japanese. We hosted a delegation of high school students from our sister city Koshigaya which gave our students the chance to interact with native Japanese speakers. Mrs Grant provided Japanese lessons for Stage 3. Mrs Greaves and Mrs Grant successfully completed their study of Japanese through the University of New England and were awarded a Diploma in Modern Languages (Japanese).

National Storytime

This year we participated in National Storytime with all teachers reading The Wrong Book written and illustrated by Nick Bland to the students. Children were able to join their siblings so that families were together for the reading.

National Storytime promotes the value of reading and literacy, the value and fun of books, an Australian writer and publisher as well as promoting storytime activities around the country which provide opportunities to involve parents, grandparents and the wider community.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of school-based data
- Analysis of NAPLAN data
- Surveys of students, parents and staff
- Focus groups

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy

Outcomes from 2012—2014

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.

Evidence of progress towards outcomes in 2013:

- Teachers presented literacy demonstration lessons for colleagues within and beyond the school.
- 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.
- Literacy and numeracy continuums were implemented K-6.
- Focus on Reading, Guided and Home Reading Programs were resourced with the purchase of additional reading materials.
- The Bug Club online reading program supported the Home Reading program.
- Implementation of the ‘Pen to Paper’ Writing Project which featured teacher professional learning, quality teaching strategies, regular monitoring of student
progress and specific feedback focused on improvement in collaboration with Ingleburn PS.

- A data management system was used to record and monitor student progress in literacy and numeracy.
- SMART, Best Start and PLAN 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.
- The Regional Literacy and Numeracy leader facilitated the development of Gifted and Talented programs for Kindergarten students.
- Differentiated literacy units of work linked to the NSW Syllabus for the Australian Curriculum – English were developed for all Stages.
- 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 and spelling were within state levels. Year 5 boys were above state in spelling.
- 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 over fifty parents.
- K-2 staff implemented TEN, focusing on lesson differentiation, ongoing assessment and flexible grouping in the teaching of numeracy.
- During the two-weekly planning cycle for programming mathematics staff used a consistent template which included lesson differentiation and a focus on working mathematically.
- TOWN was implemented in Years 3-6 including the use of short, focused and frequent activities, the use of data walls and the numeracy continuum in the area of place value.
- The Language of Maths program was implemented 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.

Strategies to achieve these outcomes in 2014

- Implementation of the NSW Syllabus for the Australian Curriculum - English.
- Preparation for the implementation of the the NSW Syllabus for the Australian Curriculum - Mathematics in 2015
- Implementation of K-6 spelling program focused on phonological, visual, phonemic and etymological knowledge.
- Implementation of K-6 grammar and punctuation scope and sequence.
- Implementation of literacy programs Focus on Reading, Jolly Phonics, Jolly Grammar, Reading Recovery, MultiLit, Best Start and PLAN.
- Implementation of the Robert Townson PS Quality Sentence Program supported by the use of the Six Traits of Writing steps and strategies.
- Implementation of numeracy programs TEN, TOWN, Count Me in Too and the Language of Maths.
- Teacher professional learning and support at school and regional level.
• In-school literacy and numeracy leaders support planning and programming.
• Implementation of numeracy scope and sequence aligned to the NSW Syllabus for the Australian Curriculum – Mathematics.
• Implementation of Mathletics an interactive online mathematics program.
• Use flexible grouping structures to ensure students are taught at the appropriate level.
• Effective assessment of student progress which is used to drive future planning.

School priority 2
Student Engagement and Attainment

Outcomes from 2012–2014
• 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 well-being of our students.
• School environments that enable students to experience success and receive recognition for their achievements.
• Increased use of technology to enhance learning.

Evidence of progress towards outcomes in 2013:
• Teacher professional learning which led to the increased use of technology as an effective teaching and learning tool.
• Implementation of differentiated quality teaching and learning programs following participation in departmental professional learning Differentiating the Curriculum by three school leaders.
• Decreased negative PBIS reports and increased distribution of awards recognising positive behaviours.
• Improved results in school-wide evaluation tool (SET) survey.

Strategies to achieve these outcomes in 2014:
• Implementation of PBIS, including new signage and regular lessons on the PBIS matrix.
• Celebration of success in all areas of school life.
• Review of the school recognition program.
• 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.

School priority 3
Aboriginal Education

Outcomes from 2012–2014
• 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.

Evidence of progress towards outcomes in 2013:
• NAPLAN showed improved results for Year 3 students in reading, writing, grammar and punctuation and numeracy.
• All Aboriginal students had Personal Learning Plans (PLPs) which were closely monitored.
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 Leumeah PS.

Stage 2 Indigenous students participated in the Heartbeat program at the UWS Campbelltown promoting future career opportunities in health and fitness.

Strategies to achieve these outcomes in 2014:

- Complete, monitor and maintain Personal Learning Plans (PLPs) in consultation with parents and carers.
- Implement the Eight Ways of Learning Pedagogy.
- Integrate Indigenous perspectives across all Key Learning Areas.
- Implement the Aboriginal Education Policy supported with professional learning.
- Acknowledgement of Country at all school events.
- Involve all Indigenous students in genuine cultural experiences within and beyond the school.
- Host quality NAIDOC celebrations for the local area schools.

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 On-Stage production of Young Hercules (Maverick productions) provided every student with the opportunity to perform.

The Live Life Well program including the fundamental movement skills program and Crunch and Sip were implemented.

Strategies to achieve these outcomes in 2014:

- Develop a teacher professional learning program to support the implementation of the NSW Syllabuses for the Australian Curriculum.
- All staff undertake professional learning in relation to the NSW Syllabus for the Australian Curriculum – Mathematics to support the introduction of new curriculum by examining the syllabus, analysing needs and formulating implementation plans.
- Interpret student achievement data and identify the learning needs of students.
- Ensure student reports to parents are clear, concise, informative, presented in plain English and meet departmental guidelines.
- Review curriculum planning, programming, teaching, assessing and reporting practices.

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 departmental training. Courses were related technology, literacy, numeracy, differentiating the curriculum, student leadership, physical education, gifted and talented and student welfare.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents felt very welcome in the school and were encouraged to assist with learning programs, especially reading. Classrooms provided a positive environment in which children could learn. Staff were caring and approachable. Even though parents were satisfied they would appreciate a more consistent approach to homework. Staff were very satisfied with the provision of professional learning and support provided for the introduction of the NSW Syllabus for the Australian Curriculum - English and the increased emphasis on differentiating the curriculum. They were very aware of the importance of the school values be respectful, be safe and aim high and what their roles and responsibilities were in ensuring these values were enacted. Overall the community had a positive impression of the school while recognising that there are some areas such as communication and promoting student achievement that could be improved.

Program evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of English and numeracy.

English

Background

To ensure the delivery of a balanced differentiated literacy program reflecting informed planning, programming and the expectations of the NSW Syllabus for the Australian Curriculum – English.

Findings and Conclusions

Students, parents and teachers were surveyed for a Spiral of Inquiry to identify how the school can best meet the needs of all students so that they can become successful learners. All participants believed that high engagement, differentiated learning programs, challenging lesson design, mutual respect of ideas and positive feedback were desirable.

Units of learning were developed for Stage 1, Stage 2 and Stage 3 and taught in Term 3. Student engagement was high and assessment revealed an improvement in listening and talking, vocabulary and expressing and developing ideas. Teachers indicated that collaborative planning at stage level and greater differentiation of activities assisted them in creating more challenging and explicit teaching and learning sequences that catered for the learning needs all students.

Writing skills have further developed as a result of the explicit focus on the writing of quality sentences. This focus has been delivered through the Pen to Paper writing initiative together with the Seven Super Sentences program resourced with interactive whiteboard support materials which were available to all classes. Marking criteria has been implemented to ensure a consistent approach that encompasses all aspects of writing along with the use of constructive feedback to improve student writing skills.

A K-6 Spelling and Grammar program was developed as a direct result of teacher surveys. Teachers expressed a desire for a whole school approach to spelling and grammar, developed collaboratively and focused on a consistent and continuous approach. An approach that ensures that all students will engage in a variety of differentiated spelling experiences suited to their spelling development.

Following the success of the trialed units of differentiated learning, teachers are working collegially in stage groups to develop differentiated programs using quality literature inclusive of the expectations of the NSW Syllabus for the Australian Curriculum – English using quality resources including multimedia and computer software.

Future Directions

The project will include:

- Collaboratively planning quality teaching and learning units aligned to the NSW Syllabus for the Australian Curriculum – English.
- Integrating technology effectively and empowering students to access the latest technology to strengthen learning outcomes.

- Demonstration lessons to showcase exemplary teaching and learning practice.

- The use of constructive feedback to improve student literary skills.

- Developing, formulating and streamlining programming templates to include evidence of differentiation and a reflection of the NSW Syllabus for the Australian Curriculum – English.

- Consolidating new concepts and continuing to develop student skills in quality sentence construction.

- Encouraging students to monitor, reflect and take more responsibility for their own learning.

- The provision of quality literature and resources.

- Trialing the Robert Townson PS Spelling and Grammar program.

- Teacher professional learning.

### Numeracy

#### Background

To ensure the delivery of a balanced numeracy program an evaluation of mathematics K-6 was undertaken.

#### Findings and conclusions

All participants believed that the development of core numeracy skills were essential in helping students to further achieve in mathematics. Teachers indicated the need to differentiate learning in numeracy across their classes in order to help all students achieve and progress. Teachers outlined the need to continue running specific numeracy programs that involve differentiation including TEN K-2 and TOWN 3-6. Implementation of these programs brought about improved student progress along the Early arithmetic strategies, place value and multiplication and division continuums of learning. The need to differentiate learning across numeracy remains a core focus for future planning.

### Future Directions

*TEN* and *TOWN* numeracy programs will continue to be implemented daily across all classes.

- Teacher professional learning in both programs.

- Demonstration lessons to showcase exemplary teaching and learning practice.

- Linking the *TOWN* activities to the Stage 2 and 3 scope and sequence to help build transference of knowledge across all strands of mathematics.

- The provision of quality resources.

- Student and teacher reflection of learning.

### About this 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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Lauren Fryer     Teacher       
Margaret Grant   Teacher       
Susan Greaves    Teacher Librarian  
Linda Green      Principal   
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: