School context statement

Robert Townson Public School, located in Raby, has a student population of 565. The school is committed to the pursuit of excellence in all areas of school life providing exceptional educational opportunities for each and every child.

At Robert Townson Public School we will nurture, guide, inspire and challenge students to develop a love of learning, while building the necessary skills to prepare them for the future. Our priority is to develop happy, confident and successful children. We aim to open up new possibilities by encouraging students to be thinkers, communicators, inquirers and risk takers, who are knowledgeable, balanced, reflective, open minded, principled and caring.

Our focus on literacy and numeracy provides students with strong foundation knowledge, skills and capacities for future success. Technology underpins teaching across all curriculum areas. The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in numerous programs.

Professional and highly qualified educational leaders and teachers are dedicated to providing learning opportunities that are challenging and inspiring using teaching strategies that are evidence-based in a caring and supportive environment. A comprehensive program of professional development ensures our staff are at the forefront of innovative teaching. Our knowledgeable, experienced and creative teachers recognise that all children learn in different ways and ensure programs cater for individual intellectual, creative, social, emotional and physical well-being.

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, MultiLit and Best Start supported literacy learning. In numeracy Taking Off With Numeracy (TOWN) and Targeting Early Numeracy (TEN) were implemented. The school is well-resourced to ensure students are able to engage in 21st Century learning.

We were honoured to be the host school for the District NAIDOC celebrations at which Uncle Ivan Wellington performed a Smoking Ceremony. Other highlights included participation in the Campbelltown Academic Challenge, the Book Character Parade and the Commonwealth Games Activity Day. Students performed extremely well in the Multicultural Public Speaking Competition with Lachlan O’Neill, Kyanna Mungovan-Caruso and Jessica Gleave all receiving Highly Commended awards. Jessica Gleave, Bailey Smith and Sharni Rangaiya represented the school in the Ingleburn District Public Speaking Competition. Following the hosting of a Regional Debating Workshop a number of our students successfully took part in the Premier’s Debating Challenge. A strong creative arts program culminated in the Artists of Robert Townson exhibition providing every student with the opportunity to display an artwork. The Circus Troupe, Signing Choir and Dance Group all performed at the Fire in the Fields Festival. Our students continue to perform well in a variety of sports with students reaching State representative level. The Peer Mediation program has continued to assist in resolving minor conflict that occurs between students in the playground. Mediators use a series of reflection questions to help resolve issues. The Japanese Program provides learning in both language and culture. Congratulations to Sagar Pathania on successfully reaching the state final of the Premier’s Spelling Bee.

This year we farewelled Kathryn Duffy who was promoted to the position of Assistant Principal, as well as Colin Lines, Assistant Principal and Helen Jaray our School Counsellor who have both
retired after long and distinguished careers with the Department of Education and Communities. We welcomed Michelle Sarjana as Deputy Principal and Samantha Lean to our teaching staff.

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 2014, through various fundraising activities, the P&C Association was able to purchase a playground for the use of K-2 students. 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

Student information

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

Student enrolment profile

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.

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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>
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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</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>
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<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
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<tr>
<td>School Counsellor</td>
<td>0.6</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

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

Robert Townson PS has one Aboriginal teacher who was promoted to the position of Assistant Principal through the merit selection process. This position will be taken up at the beginning of 2015.

**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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</table>

**Professional learning and teacher accreditation**

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 to the NSW Syllabus for the Australian Curriculum in Mathematics and Science, technology, literacy, inquiry learning, physical education, gifted and talented education and student welfare.

**Beginning Teachers**

There were no teachers in this category in 2014.
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>
<th>30/11/2014</th>
</tr>
</thead>
</table>

**Income**
- Balance brought forward: $245962.30
- Global funds: $323528.42
- Tied funds: $238278.31
- School & community sources: $194505.48
- Interest: $10412.36
- Trust receipts: $31987.40
- Canteen: $0.00

**Total income:** $1044674.27

**Expenditure**
- Teaching & learning
  - Key learning areas: $42099.66
  - Excursions: $68438.78
  - Extracurricular dissections: $68100.28
- Library: $11954.94
- Training & development: $1751.46
- Tied funds: $203187.60
- Casual relief teachers: $124420.91
- Administration & office: $65635.84
- School-operated canteen: $0.00
- Utilities: $59544.52
- Maintenance: $9522.34
- Trust accounts: $25513.15
- Capital programs: $14239.47

**Total expenditure:** $694408.95

**Balance carried forward:** $350265.32

A full copy of the school’s 2014 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 2014

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 achievements

Sport

In 2014 Robert Townson PS competed in the New South Wales Primary Schools Sport Association (NSWPSSA) gala day competitions in The Fields Zone. Hundreds of students competed in a wide variety of sports and represented their school capably with Senior Cricket, Junior Cricket and Junior Netball winning their respective competitions.

At the Department of Education and Communities Swimming Scheme in Term 1 swimming instruction was provided and water safety was addressed. This resulted in improvement in water confidence and swimming ability for students who participated in the series of 10 lessons.

At the swimming carnival all children wore appropriate coloured wrist bands to correspond with their swimming ability. Students participated in a full range of competitive and novelty events. Thirty-three students represented Robert Townson PS at the Zone Swimming Carnival, with eighteen going on to represent The Fields Zone at the Sydney South West Swimming Carnival. Anoushka Salian was The Fields Zone 11 Years Girls Champion. A large number of students went on to compete at the Area Swimming Carnival, representing The Fields Zone.
All students K–6 participated in the cross country carnival. Students 3–6 competed over 2km and 3km events while K–2 students enjoyed a fun run. A large number of students represented the school at The Fields Zone Carnival with nineteen going on to the Area Carnival. Capri Noonan, ran at the State Carnival at Eastern Creek. Robert Townson PS was awarded overall winner of the Zone Cross Country Carnival.

After competing in the athletics carnival at school level, forty-nine students competed at The Fields Zone Athletics Carnival at Campbelltown Athletics Stadium. Fourteen students went on to represent The Fields Zone at The Crest, Bankstown at the Sydney South West Carnival. Robert Townson PS was awarded overall winner of the Zone Athletics Carnival.

Twenty-six 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. Trent Marsh was selected to play in the Sydney South West AFL team.

The arts

The biennial program Artists of Robert Townson was successfully implemented showcasing the quality and depth of Visual Arts K-6. Choirs and the Vocal Ensemble performed very capably. The Circus Troupe showcased their skills at Fire in the Fields, a district performance.

‘Fireys’ from Liverpool Fire Station

Year 3 and 4 students had the opportunity to take part in a fire safety talk focused on what to do in case of fire and the importance of having a family evacuation plan with officers from Liverpool Fire Station. The presentation was filmed for the television program ‘Fireys’.

Public speaking

Over the years Robert Townson Public School has earned an excellent reputation when it comes to public speaking. This year we have continued to be extremely successful in the Multicultural Public Speaking Competition. Students from across the area who were selected to represent their schools came and presented their prepared
speeches which were of the highest standard. They 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. Robert Townson PS students performed extremely well with Lachlan O’Neill, Kyanna Mungovan-Caruso and Jessica Gleave all receiving Highly Commended awards. Jessica Gleave, Bailey Smith and Sharni Rangaiya represented the school in the Ingleburn District Public Speaking Competition.

**Crazy hat parade**

The crazy hat parade was enjoyed by students in Kindergarten, Year 1 and Year 2.

**Commonwealth Games**

The Commonwealth Games activity day took place, under a sometimes cloudy sky. The colourful flags and the athletes dressed in the colours of the country they were representing provided a carnival atmosphere. The athletes took part in a variety of sports and games and all demonstrated great sportsmanship.

**Young Leaders Day**

Student leaders attended the National Young Leaders’ Day 2014 at the Sydney Entertainment Centre. At this event Mike Martin spoke about influence in leadership and the responsibilities that are associated with being a leader. His main message was that, ‘Nothing great, cool or long lasting ever starts out that way’. The Honourable Bob Carr, the former Premier of NSW said he believes that it is natural for people to have doubts but everyone has the opportunity to succeed. Sixteen year old Coen Ashton, who has cystic fibrosis told his story. His main message was that in order to become what you want, you have to be hard working, positive and persistent.

**Premier’s Debating Challenge Team**

Following attendance at a regional debating workshop our team took part in a number of debates. Students did an excellent job of preparing arguments and rebuttal. The team spent many lunch times preparing for the event in which they had one hour to work as a team and organise their arguments before delivering them.

**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. Identified children attended intensive literacy based lessons for 30 minutes on a daily basis until they reached or exceeded Reading
Recovery level 16. They then discontinue their daily lessons but are monitored over a three year period. During 2014 13 Year 1 students participated in the Reading Recovery Program.

**Campbelltown Academic Challenge**

At the Campbelltown Academic Challenge 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 Lincoln Atkins, Sagar Pathania, Sara Molina and Chantelle Diaz performed extremely well.

**Excursions**

Students attended three overnight excursions: Yarramundi (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 Taronga Zoo, Fairfield City Farm, Wooglemai Environmental Education Centre, Casula Powerhouse Museum, Art Gallery of NSW and The Rocks.

**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 are both highly qualified to teach the program as they both hold a Diploma in Modern Languages (Japanese).

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal background**

All students in Years 1 – 6 identified as Aboriginal or Torres Strait Islander have a continuing Personalised Learning Pathway (PLP), incorporating assessment data, areas of need and support and areas for extension where applicable. Students in Kindergarten have a PLP established on Best Start data and continued classroom assessment. Goals are set by teachers and students which are monitored throughout the year based on specific areas of individual need with a view to ensuring Aboriginal students are achieving their highest potential. Parents and caregivers are encouraged to participate fully in the goal setting process during parent teacher interviews, three way conferences and scheduled and informal meeting times. 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 evaluation and monitoring.

Ongoing implementation of the NSW Syllabus for the Australian Curriculum in English and Mathematics with targeted professional development regarding the Eight Ways of Learning and the inclusion of Aboriginal histories and cultures across all KLAs was a priority. Professional learning enabled school leaders to devise and implement units of learning which support the new curriculum and the Aboriginal and Torres Strait Islander Education Action Plan.
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 the PLP is written accordingly. Students are also supported through transition to high school programs. 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 as well as strong links with Robert Townson High School staff and students.

Robert Townson PS hosted the very successful Community of Schools NAIDOC celebration in August which was attended by 10 local primary and high schools, as well as all students at Robert Townson PS. The day strengthened partnerships and promoted genuine collaboration between schools, families and community. We began with a traditional Welcome to Country and smoking ceremony performed by Uncle Ivan Wellington who represented the Tharawal Local Land Council. He was supported by visiting performers Cindy and Ryka Ali. Student choirs performed various vocal pieces and the national anthem in Dharawal language. Students also had the opportunity to join a combined dance group with teachers from Baayama performance theatre. The significance of the NAIDOC theme Serving Country Centenary and Beyond was reiterated to all participants through speeches and a focused workshop. Students took part in a number of activities including mural painting with the support of the Waranwarin family and children’s centre. The day was also supported by representatives from local radio station C91.3, Fire and Rescue NSW and the NRL. The day was very successful achieving significant cultural engagement.

NAPLAN achievement for 2014 demonstrated a range of areas of strength and areas of need which will be addressed in PLPs and supported through both enrichment programs and the implementation of RAM funding model. RAM funding was allocated for intensive support teaching in literacy and numeracy. This support will continue into 2015, focusing on literacy in the areas of greatest student need.

Socio-economic background

Funding was used to support whole school programs in literacy and numeracy as well as providing additional support to targeted groups or individual students.

English language proficiency

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.

Learning and Support

Two teachers and five School Learning Support Officers assisted thirty five students with various special needs programs over the year.

The in-class support was on an individual basis or direct instruction in small group situations with a specific focus on the development of literacy and/or numeracy skills. Some students were supported in the playground with supervised play and the development of social skills.
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:

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 achievement of outcomes in 2014:

- 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 achievement.
- 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.
- Differentiated literacy units of work linked to the NSW Syllabus for the Australian Curriculum – English were implemented for all Stages.
- Teacher and leadership capacity was strengthened through teacher professional learning.
- 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 50 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.

**Strategies to achieve these outcomes in 2014:**

- Implementation of the NSW Syllabus for the Australian Curriculum - English.
- Preparation for the implementation of 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 of 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 achievement of outcomes in 2014:**

- 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.

**Strategies to achieve these outcomes in 2014:**

- Implementation of PBIS, including the development of 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 achievement of outcomes in 2014:
• All Aboriginal students had Personal Learning Plans (PLPs) which were closely monitored.
• 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.
• Robert Townson PS hosted NAIDOC celebrations with the Community of Schools.
• Stage 2 Indigenous students participated in the Heartbeat program at the UWS Campbeltown 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.

School priority 4
Curriculum and Assessment

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:
• Appropriate assessment and reporting practices were embedded in all teaching and learning programs.
• The process of reporting to parents was updated introducing three way conferences with students, teachers and parents.
• 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 and circus skills.
The Artists of Robert Townson Art Show provided every student with the opportunity to showcase their art works.

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 and Science to support the introduction of new curriculum by examining the syllabus, analysing needs and formulating implementation plans.
- All staff undertake professional learning in relation to an inquiry approach to learning.
- 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.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, 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. Parents strongly supported the introduction of three way conferences. 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 – Mathematics and Science. They were very aware of the importance of the learner qualities and the role they would play in assisting students to understand how they learn. Overall the community had a positive impression of the school while recognising that there are some areas such as communication and developing technology skills which could be improved.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic Directions 2015 – 2017**

**Innovative leading and teaching**

Educational leaders in collaboration with the whole school community develop strategic directions to implement new and better ways to nurture the unique talents of every student.

Foster quality teaching and leadership through focused professional learning that creates a school culture where every staff member is engaged in ongoing relevant and evidence-based learning and teaching individually and collectively.

Highly qualified, professional teachers with high expectations are at the forefront of innovative practice resulting in a dynamic learning environment.

**Inspired learning leading to bright futures**

Every student will benefit from a learning focused culture which inspires outstanding achievement in all areas of school life. Students will have the opportunity to be self-directed learners who are knowledgeable, thinkers, communicators, principled, open minded, caring, balanced, risk takers and reflective.

Students will have exceptional opportunities to engage in rich future-focused learning experiences designed to meet their diverse needs and prepare them for the 21st Century and beyond. They will be able to engage with the latest technology, harnessing creativity and working collaboratively to ensure they are well prepared for the ever changing world.
Quality connections local, national and global

Students, parents and the community are advocates for the quality education and pastoral care provided by the school.

Students have a sense of belonging and develop connected relationships with the support of caring teachers. Students exhibit resilience and a flexible risk-taking approach to learning.

The school will successfully build collaborative partnerships that provide students with opportunities to make a difference and demonstrate their passion to become contributing local, national and global citizens.

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.

Ty Antony  Teacher
Lindie Barron  Assistant Principal
Susan Greaves  Teacher Librarian
Margaret Grant  Teacher
Linda Green  Principal
Susan Hasler  Assistant Principal
Colin Lines  Assistant Principal
Catherine McCormack  Assistant Principal
Michelle Sarjana  Deputy Principal
Lynn Turner  School Administration Manager
Christine Wright  P&C President

School contact information

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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: