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. They are encouraged to wear their uniform with pride, work hard in a positive, caring environment and achieve high quality learning outcomes.

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. Five of our teaching staff successfully completed accreditation at Professional Competence level with the NSW Institute of Teachers.

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

Significant programs and initiatives

- National Partnership Literacy and Numeracy
- Aboriginal education programs
- Student Representative Council (SRC)
- Peer Mediation – Bully Busters
- Positive Behaviour Intervention Strategies (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
- Performing Arts program culminating in a whole school performance

Student achievement in 2011

In Year 3, 79% of students achieved in the top four bands in reading, 96% in writing, 92% in spelling, 93% in grammar and punctuation and 80% in numeracy. In Year 5, 79% of students reached the top four bands in reading, 84% in writing, 79% in spelling, 79% in grammar and punctuation and 81% in numeracy.

Year 3 girls have made a significant improvement in the test aspects of grammar and punctuation. 100% of Year 3 students achieved at or above minimum standard in writing.

Messages

Principal’s message

Robert Townson PS, located in Raby, has a student population of 580. The school promotes life-long learning and aims to develop caring and enterprising members of our future society. 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 safe, being respectful and aiming high.

Following participation in the National Partnerships Literacy and Numeracy initiative Focus on Reading is being delivered to all students in Years 3-6 ensuring they are engaged in the latest best practice with a technology-based approach to developing comprehension skills. Students in K-2 are being provided with a strong foundation through the Jolly Phonics, Jolly Grammar, Reading Recovery, MultiLit, Count Me in Too, Best Start and Speech Therapy Programs.
Robert Townson PS was a Regional Best Start Lighthouse Project School in 2011. The project connects schools that are making significant and sustained progress in student achievement in the early years of schooling. Our school shared successful strategies for improving student learning in literacy and numeracy teaching with schools from across the Region.

Dramatic changes to our facilities have included the construction of six air-conditioned classrooms and two special purpose rooms all equipped with interactive whiteboards. All classrooms now have interactive whiteboards. The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in numerous joint programs. The school has a strong creative arts program which culminated in the major school performance Search for a Smile. Students continue to perform well in a variety of sports with some reaching State representative level.

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

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 2011, through various fundraising activities, the P&C Association raised over $6000 for the school. These funds were utilised to purchase Bug Club, an online home reading program and other 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 is actively involved in decision-making regarding school policy, educational programs, financial planning and the canteen.

Trudy Marquardt (School Council President)

Student representative’s message

The year proved to be very busy and productive, with the SRC initially providing support for the Kindergarten students as they settled into school and then to all students through the Bully Buster program. Assemblies and ANZAC Day services were led by the SRC as was the newly established Monday morning Flag Raising Ceremony. The SRC supported the running of the swimming, cross country and athletics carnivals as well as the biennial On Stage performance where they played host to special guests from the local retirement home.

The Young Leaders Program attended by the SRC aims to develop strong leadership values amongst young Australians. The SRC represented the school at the Ingleburn RSL Remembrance Day service. Taylor Acton represented Robert Townson PS in the Regional Ambassadors Program. The Year 6 Farewell was subsidised through the highly successful Line of Coins and a barbecue run by the P&C with the support of the SRC.

Renee Evans, Keira Lambe, Dauntae Mariner, Billy Ormerod
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

![Graph showing student enrolments over years with bars indicating male and female enrolments.]

Student attendance profile

![Graph showing student attendance rates over years with bars indicating school, region, and state DEC.]

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.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KL</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2JA</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>3/4F</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3Y</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3Z</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4B</td>
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<td>28</td>
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<tr>
<td>3/4F</td>
<td>4</td>
<td>16</td>
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</tr>
<tr>
<td>4/5J</td>
<td>4</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5J</td>
<td>5</td>
<td>11</td>
<td>27</td>
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<tr>
<td>5/6F</td>
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</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Structure of classes
The majority of classes were grade based. Multi-age classes have been successful in facilitating the implementation of a stage-based curriculum. Enrichment classes operated in Years 3, 4, 5 and 6.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
<tr>
<td>Total</td>
<td>34.685</td>
</tr>
</tbody>
</table>

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

Jan Rogers was promoted to the position of Principal at another school. Christine Beard was promoted to the position of Assistant Principal at another school. Sarah McKee and Alex Zeeman were permanently appointed to our school. Two teachers received a transfer. Anne Cloak retired after many years of dedicated service to education.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</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>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>312156.66</td>
</tr>
<tr>
<td>Global funds</td>
<td>255890.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>278496.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>169363.47</td>
</tr>
<tr>
<td>Interest</td>
<td>17518.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19761.86</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1053187.85</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | $          |
| Key learning areas        | 60077.27   |
| Excursions                | 67648.62   |
| Extracurricular dissections | 67998.11  |
| Library                   | 10668.41   |
| Training & development    | 10281.09   |
| Tied funds                | 260232.27  |
| Casual relief teachers    | 87506.13   |
| Administration & office   | 51122.56   |
| School-operated canteen   | 0.00       |
| Utilities                 | 47651.82   |
| Maintenance               | 14512.95   |
| Trust accounts            | 19117.21   |
| Capital programs          | 19827.27   |
| Total expenditure         | 716643.71  |
| Balance carried forward   | 336544.14  |

A full copy of the school’s 2011 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 2011

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

Achievements

Arts

The major event for Robert Townson PS was the On Stage musical production Search for a Smile which involved every student K–6. The high
quality of the performances was commented upon by parents and community members.

Each Tuesday afternoon students in Years 3–6 engaged in the Circus Skills Program as well as various singing groups as they prepared for the musical. Students K-2 participated in rotating creative arts groups and prepared for their roles in the musical.

Sixty-five students from Years 3–6 were involved in the Wakakirri Story-Dance Festival performing at the Sydney Entertainment Centre and the Fire in the Fields concert.

**Sport**

Robert Townson PS had another successful year in the sporting arena with children excelling in a wide range of sports. With the help of dedicated staff and parents we hope to achieve similar success in 2012 and beyond.

The school competed in the New South Wales Primary Schools Sport Association (NSWPSSA) gala day competitions as part of The Fields Zone. Students competed in a wide variety of sports and represented their school with pride. The Senior A Oz-Tag, Senior C Netball and Junior and Senior Cricket teams won their respective competitions while the Junior Boys T-Ball finished as equal runners up in their competition.

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 an improvement in water confidence and swimming ability for all students over the ten lessons.

The swimming carnival was very successful with students participating enthusiastically. 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-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 4 was the junior boys champion and Jacqueline Vorrias in Year 6 was senior girls champion. Hayden Williams holds three current zone records for the junior boys 50 m backstroke, 50 m freestyle and 200 m individual medley. Hayden Williams, Blake Langton, Brendan Vorrias and Connor Marsh also hold the record for the junior boys 4x50 m relay. All of these students went on to compete at the State Swimming Carnival, representing Sydney South West Region. Robert Townson PS was also named overall winner of the Zone Swimming Carnival.

All students K-6 participated in the cross country carnival. Students in Years 3-6 competed over 2 km and 3 km events while K-2 students participated in a fun run. During the carnival we successfully raised $3675.14 for the school. A large group of students represented the school at the zone level with sixteen going on to the area carnival. Thomas Gowdy and Zunaid Dubois went on to run at the State Carnival at Eastern Creek. Robert Townson PS was also awarded overall winner of the Zone Cross Country Carnival.

Athletics carnivals for Years 3-6 and K-2 were held in Term 3 and Term 4 respectively and were well attended by students and parents. After competing at school level forty students competed at The Fields Zone Athletics Carnival at Campbelltown Athletics Stadium. Nine went on to represent at zone level at the Sydney South West Athletics Carnival. Thomas Gowdy and Zunaid Dubois 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 and Olivia Culgan achieving junior boy and senior girl athletics champions. Thomas Gowdy also broke the zone record for the junior boys 800 m.

Twenty one students were selected in The Fields zone teams to play at Sydney South West carnivals in hockey, netball, soccer, softball, touch football, Rugby League and AFL. All students who represented the zone and played in a winning school team were recognised at The Fields Presentation.

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 Futsal our Under 10 boys came in the
top eight in the state and the senior girls also attended the state carnival. 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.

**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)

**Literacy – NAPLAN Year 3**
Numeracy – NAPLAN Year 3

% in bands: Year 3 Numeracy

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

Literacy – NAPLAN Year 5

% in bands: Year 5 Reading

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

% in bands: Year 5 Writing

- Percentage in Band
- SSG % in Band 2011
- State DEC % in Band 2011
Progress in numeracy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Personalised Learning Plans (PLPs) were implemented for all Indigenous students at Robert Townson PS. This collaborative process involved input from the Aboriginal Education Coordinator, class teachers and parents during parent/teacher interviews in Term 2. The template used by Robert Townson PS for PLPs has been approved by a representative from regional office.

All Indigenous students were involved in presenting the NAIDOC assembly at the beginning of Term 3 with a number of families attending. The whole school participated in storytelling and visual arts with the theme of fire prior to the assembly. Community Liaison Officers from the NSW Fire Brigade gave a presentation on home fire safety during the National Aborigines and Islanders Day Observance Committee (NAIDOC) assembly. Indigenous students were invited to meet fire fighters from St Andrews Fire Station, taking a close look at a specialised fire truck with an extension ladder and receiving show bags and community safety information for their families.
Year 3 Indigenous students who completed NAPLAN achieved in Bands 1 – 4 in literacy and numeracy. Year 5 Indigenous students who completed NAPLAN achieved Bands 3 – 7 in literacy and numeracy. Students who achieved at or below minimum standard in NAPLAN were supported in specific areas through PLPs and Individual Education Plans.

Senior Indigenous students attended the Koori Flow program at Robert Townson High School during Terms 3 and 4 participating in cultural activities involving visual arts, storytelling and sharing of culture with other Indigenous students.

Multicultural education

Robert Townson PS has children from thirty-six different cultural backgrounds. The six language backgrounds other than English that are growing the most are Arabic, Hindi, Samoan, Spanish, Greek and Lao. The curriculum provides students with opportunities to identify and appreciate the cultural heritage of all students and to represent differing viewpoints.

Languages other than English - Japanese

Robert Townson PS continues to offer a highly successful Japanese program. All Stage 2 students took part in lessons designed to increase their awareness of the Japanese language and culture. These lessons introduced Year 3 students to the LOTE program and provided opportunities for Year 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 Japanese speakers.

Susan Greaves and Margaret Grant were awarded scholarships to study Japanese through the University of New England and commenced a three year Diploma in Modern Languages. This will strengthen our program.

Excursions

Students attended three overnight excursions: The Tops Conference Centre, Stanwell Tops Camp (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 Camden Show, Calmsley Hill City Farm, Georges River Environmental Education Centre and Minnamurra Rainforest.

Life education

Students K-6 had the opportunity to take part in the Life Education program. The program is a positive and preventative program which helps children make informed decisions about drugs and their health.

A Visit from Robert Townson

One of the highlights of our year was a visit from ‘Robert Townson’ also known as Dr Lyle Whan the first principal of Robert Townson PS. Dr Whan told us about the life and times of Robert Townson. He also spoke of how he designed our school crest when the school opened.

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 Behaviour Intervention Strategies (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 computer-based data management system known as 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. Ninety-three
students received Principal’s awards and fourteen received silver medallions. All students began each term with the opportunity to receive a bronze award in recognition of consistently positive behavior at the end of the term. Those with four bronze awards receive a silver award. Gold medallions were awarded to 87 students for upholding the school’s key values throughout their primary school years. A graduation assembly was introduced to recognise the achievement of Year 6 students in all areas of school life.

National partnership programs

Robert Townson PS received Federal Government funding under the Smarter Schools National Partnerships Agreement to improve literacy outcomes until June 2011. Teachers of Years 3-6 as well as support staff completed training in all phases of Focus on Reading. All students in these years are participating in the program. Focus on Reading aims to ensure students understand what they are reading through the teaching of specific comprehension strategies.

Best Start Lighthouse Project

Robert Townson PS became a Regional Best Start Lighthouse Project School in 2011. The Project celebrated and connected schools making significant and sustained progress in student achievement in the early years of schooling. The project established networks with other schools that have similar backgrounds and they shared successful strategies for improving student learning in literacy and numeracy. Our school hosted seven network schools from across the Region.

In Kindergarten a variety of engaging activities were demonstrated to support whole class modelled, shared and guided reading instruction. In Year 1 there was a particular focus on the use of the Super Six Strategies from the Focus on Reading program. The project was highly successful with teachers being able to take part in reflective practice and professional dialogue with colleagues as well as the Literacy and Numeracy Leader for the Ingleburn School Education Area.

Integration

This program supported 24 students with a range of special needs. Training was provided for teachers and seven 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

The six classrooms built under the BER program were all connected to the Internet and provided with interactive whiteboards. All classrooms, special purpose rooms and the library are now connected and have interactive whiteboards allowing students to access a broad range of learning programs. The school purchased and installed a new server to replace the current one and the Department of Education and Communities updated the T4L server. Under the T4L program a number of computers were replaced, on a rotating system, with the latest models. Senior students also took part in a series of video conferences to enhance their leadership skills.

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. Those children attend intensive literacy based lessons for 30 minutes on a daily basis until they reach Reading Recovery level 16. At this time they discontinue their daily lessons but are monitored over a three year period. During 2011 fourteen Year 1 students participated in the Reading Recovery Program. Robert Townson PS has four fully trained Reading Recovery teachers and two in training.
Flag Raising Ceremony

Every Monday morning the whole school assembles to raise the Australian flag and sing the National Anthem.

Live Life Well @ School

Our school is involved in the Live Life Well @ School long-term program that aims to get students more active, more often as well as focusing on healthy eating habits.

It was through this program that Crunch & Sip, a set break during the school day when students can eat fruit or vegetables and drink water was introduced to all classes.

Canteen

Following five years of successful operation S&M Fresh Foods owned and operated by Sue Poto was successful in gaining the tender from the Department of Education and Communities for the next five years. Sue will work with the Live Life Well @ School team to introduce additional healthy foods into the canteen.

Progress on 2011 targets

Target 1

Improved literacy outcomes for all students

Our achievements include:

- All teachers K–6 have participated in the whole school focus on teaching reading. Best Start assessment was used for the second time in Kindergarten and was introduced to Years 1 and 2. Quality literacy programs are being implemented in all classrooms K–6.
- Teachers have programmed for explicit teaching of skills and strategies that include teaching of modelled, guided and independent reading and comprehension.
- Implementation of the Best Start learning continuum in K–2 and Stage 2 and 3 learning sequences for comprehension, reading texts and vocabulary.
- The Best Start Lighthouse Project facilitated best practice in the development and implementation of Early Learning Plans.
- Staff completed Phase 3 of the Focus on Reading training.
- Focus on Reading was resourced with the purchase of school magazines.
- The Bug Club online reading program was introduced to support the Home Reading Program.
- A data management system is in place to record and monitor student progress in literacy and numeracy.
- Analysed SMART data to address the specific learning needs of students. Data informs practice and classroom teachers monitor individual student achievement.
- The MultiLit intervention program was implemented for students underachieving 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.

Target 2

Improved numeracy outcomes for all students

Our achievements include:

- Schedule for Early Numeracy Assessment (SENA) testing K-4 to facilitate the grouping of students to deliver the Count Me in Too program.
- Professional learning on administering SENA and Newman’s Analysis, Count Me in Too and data collection and analysis
- Introduction of a two weekly collaborative planning cycle, supported by a Stage planning leader.
- Implementation of scope and sequence K–6.
- Grouping students in Stage 2 and 3.
- Analysed SMART data to address the specific learning needs of students. Data informs teaching and teachers monitor individual student achievement.
- Implementation of teaching strategies to address target areas.
- Purchase of resources to support the teaching of numeracy.
Target 3

Improved student engagement

Our achievements include:

- Evidence of quality teaching strategies in teaching programs and classroom practice.
- Increased use of technology with interactive whiteboards available in all classrooms.
- Continuation of the Robert Townson K–12 campus initiative supported programs in science, literacy and PE for Stage 1 as well as the facilitation of a smooth transition from Year 6 to 7.
- Implementation of the PBIS program with lessons to ensure students have a good understanding of the values. Reward system evaluated and updated.
- Teacher professional learning was aligned with student learning needs.
- Successful Kindergarten Orientation program.
- Individual Education Plans or Personalised Learning Plans were developed for all students who met the criteria.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations — one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Culture and Mathematics.

Educational and management practice

Culture

Background

During the last few years Robert Townson PS has undergone major changes in teaching practice, this has been influenced by the Best Start and Focus on Reading programs. It was timely to see how the changes impacted on the culture of the school. 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 main focus of the school is meeting the needs of students.
- The culture fosters a sense of belonging and collective responsibility.
- Staff, students and parents speak positively about the school.
- Students are encouraged to do their best.
- Individuals are encouraged and supported to be continuing learners.
- The culture supports continuous improvement.

Future directions

- To encourage more families to be involved in school activities.
- For leaders to continue to create a learning culture that sustains the professional growth of teachers.
- Greater involvement of the school community in the development of school plans and policies.

Curriculum

Mathematics

Background

Robert Townson PS is implementing a newly developed Scope and Sequence K-6 in mathematics as well as the Best Start and Count Me in Too programs. All staff members including STL participated in numeracy training at school level with some participating in Regional training in Count Me in Too and leadership of numeracy programs. A detailed analysis of student performance data was undertaken by the numeracy in-school leaders.

Findings and conclusions

Teachers and students have embraced the ideas and strategies put forward in Count Me in Too, Counting On and Newman’s Error Analysis. The explicit teaching of numeracy in ability based groups every day provides a consistent structure across Years 3-6.

Teachers have utilised SMART data to analyse school, grade, class and individual student results in NAPLAN and used this information to plan explicit teaching sequences in areas that need to be improved.
Teachers’ programs are becoming more consistent as they collaboratively plan lesson sequences every two weeks with the support of a Stage numeracy leader. Professional dialogue has been promoted and consistency of teacher judgment is improving through the development of grade-based common assessment tasks.

Teachers have indicated that the most difficult aspects of teaching numeracy are the development of mental strategies, problem solving and the working mathematically strand. These aspects can be addressed through the implementation of Count Me in Too, Counting On and Newman’s Error Analysis to diagnose at which point students are encountering difficulty. Students are experiencing problems with questions which require the application of more than one process or the integration of strands.

Students expressed satisfaction with their numeracy lessons this year; many indicating they preferred a hands on approach. Students indicated they learnt more by working with others in groups. Students feel that the school has excellent numeracy resources. The use of interactive whiteboards as a teaching tool has motivated students to pay more attention and become more engaged in their learning.

Future directions

Staff K–2 will be trained in the Targeted Early Numeracy (TEN) program and additional staff will undergo the Count Me in Too training. Staff in Years 3–6 will all be trained and implement the Taking Off With Numeracy (TOWN) program. Grade and stage meetings will be used for collaborative planning and programming. Assessment will form a vital part of the planning stage. Teachers will continue to use SMART data to inform planning. Best Start assessment will be used in Kindergarten and Stage 1 with previous data informing teaching and learning in Stage 1 from the beginning of the year.

Participation in the District STLA program Language of Maths will facilitate teacher training in developing a common language in maths and support students to interpret mathematical questions.

Teacher surveys indicated the importance of continuing to have graded mathematics groups in Years 3–6 to focus on needs and/or extension of students of like ability. Students will be grouped within classes K–2. Mathematics groups will be held before recess each day to maximise uninterrupted teaching time.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Sixty-one families responded out of the 430 families that were sent a survey. Their responses are presented below.

Parents felt very welcome in the school and were happy with the learning environment both inside and outside the classroom provided by a caring and supportive staff. They were very satisfied with the emphasis on literacy and numeracy. Even though satisfied, they would like earlier communication of upcoming events.

The eighteen staff respondents were very happy with the way the school is connected to the community and the involvement of parents. They were also positive about the very high focus on literacy and numeracy. Staff felt there was usually good access to computers and associated programs. Staff expressed the view that they would like to have increased access to the library and its facilities.

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 included supporting beginning teachers, literacy, numeracy and student welfare. All teachers participated in the final stage of Focus on Reading and the analysis of student achievement data for reporting to parents and planning learning programs. K–2 teachers were trained in Best Start.

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

Literacy and Numeracy

Outcome for 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.*

2012 Targets to achieve this outcome include:

- Increased levels of literacy and numeracy achievement for every student consistent with school directions.
- Strengthened literacy learning through the effective use of the full range of diagnostic assessments.
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy and numeracy.
- Strengthened teacher and leadership capacity to improve student learning.
- Increased use of technology to enhance learning.
- Decreased percentage of students at or below national minimum standard in Reading in Year 3 to 18.5% and Year 5 to 18.5%.
- Increased percentage of students at proficiency in Reading in Year 3 to 35.5% and Year 5 to 26.5%.
- Increased percentage of students achieving greater than or equal to expected growth in Reading to 55%.
- Kindergarten – 90% of students on Reading Recovery Level 8 or beyond (All between Reading Recovery Levels 5-8), Year 1 – 80% of students beyond Reading Recovery Level 16, Year 2 – 90% of students beyond Reading Recovery Level 25.
- Decreased percentage of students at or below national minimum standard in Numeracy in Year 3 to 17.5% and Year 5 to 16.5%.
- Increased percentage of students at proficiency in Numeracy in Year 3 to 34.5% and Year 5 to 22.5%.
- Increased percentage of students achieving equal to or greater than the expected growth in Numeracy to 59%.
- Kindergarten - 85% of students at Perceptual level or beyond Year 1 - 90% of students at Figurative level or beyond Year 2 - 85% of students at Counting On level or beyond.

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 numeracy programs TEN, TOWN, Count Me in Too and Language of Maths.
- Teacher professional learning and support at school and regional level.
- 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.
- Effective use of flexible grouping structures to ensure students are taught at the appropriate level.

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.
- The school environment enables students to experience success and receive recognition for their attainments.
• Increased use of technology to enhance learning.

2012 Targets to achieve this outcome include:
• To increase the use of technology as an effective teaching and learning tool.
• Implement differentiated quality teaching and learning programs with effective individual education plans.
• Decrease negative PBIS reports and increase distribution of awards recognising positive behaviours.

Strategies to achieve these targets include:
• Implementation of PBIS.
• Celebration of success in all areas of school life through a variety of channels.
• 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

Aboriginal Education

Outcomes for 2012–2014
• Effective implementation of the Aboriginal Education and Training Policy with the strategy 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.

2012 Targets to achieve this outcome include:
• All Indigenous Year 5 students achieve average growth in NAPLAN.
• Increased number of Indigenous students achieving at proficiency in NAPLAN.
• All Indigenous students achieve at or above minimum standard in NAPLAN.
• 95% attendance for all Indigenous students.
• K-2 students achieve Best Start, Count Me in Too and reading benchmark levels as set out in literacy and numeracy plans.

Strategies to achieve these targets include:
• Complete, monitor and maintain Personal Learning Plans (PLPs).
• Acknowledgement of Country at all school events.
• Involve all Indigenous students in genuine cultural experiences.
• Integrate Indigenous perspectives through all KLAs.
• Implement the Aboriginal Education Policy supported with professional learning.
• Establish an Indigenous dance group.
• Hold quality NAIDOC celebration.

School priority 4

Curriculum and Assessment

Outcome for 2012–2014
• 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.

2012 Targets to achieve this outcome include:
• All classes participating in broad, inclusive and relevant curriculum programs and activities.
• All classes participating in programs to support and implement school and department priorities.
• Identification and implementation of innovation in assessment and feedback practices.

Strategies to achieve these targets include:
• Embed appropriate assessment and reporting practices in all teaching and learning programs.
• Upgrade the process of reporting to parents.
• Implement quality programs in Science and Human Society and its Environment using the school scope and sequence.
• Train staff in the provision of constructive student feedback.
• Deliver a broad range of performing arts opportunities including choirs, circus skills and Wakakirri.
• Display student artworks at the Artists of Robert Townson Art Show.

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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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: