Our school at a glance

Students

Repton’s school community is extremely proud of its students and what they do. They strive to do their best in academic, sporting and leadership pursuits. Students at Repton take pride in their school by displaying a positive attitude to all aspects of school life.

In the school, and broader community, our students are respectful and friendly towards others. Feedback from other schools, and community members, confirms Repton students are positive, welcoming and autonomous ambassadors for their school.

Staff

Repton Public School prides itself on a strong team approach and shared responsibility across the school. A high level of respect and co-operation ensures consistency in academic standards and welfare practices. We have a talented, enthusiastic and dedicated staff at Repton who are committed to providing a balanced and enriched curriculum in all Key Learning Areas (KLAs).

The full time teaching staff consists of a teaching principal, two classroom teachers and a two day a week teacher/librarian. Our school has a Learning and Support Teacher (LaST) for one day a week.

Repton has a full time School Administrative Manager (SAM) and a one day a week School Administrative Officer. Our office staff are welcoming, professional and supportive of their students, teaching staff and school community.

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

Significant programs and initiatives

The school participated in, and implemented, programs and initiatives in 2012 that provided opportunities for students at Repton school and as part of the Bellingen/Dorrigo Community of Schools. There were also opportunities for teacher professional learning that was directly linked to classroom practice in the Key Learning Area of Science. Activities and significant events included:

- Participation in Bellingen/Dorrigo leadership initiatives, including the Brisbane Leadership Conference, Peer Support training for small schools at Cascade Environmental Education Centre, and Leadership workshops for Stage 3 students at Dorrigo Public School;

- Live Life Well @ School. A positive initiative that has provided an excellent springboard for sustainable healthy practices and the implementation of a kitchen program at our school;

- Curriculum Collaborations Project in science. The involvement of Repton teachers in this state wide project provided valuable professional learning that is classroom based;

- Small schools excursion to Dreamworld. A combined approach to excursions for our small schools in the Bellingen/Dorrigo Community of Schools has ensured cost effective excursions for all students;

- STAR program. The transition to school program provides parents and their children with a non-threatening, supportive and enjoyable early experience of what our school offers; and

- Thank you Teachers Day. A unique initiative where the Student Representative Council organised a special assembly to recognise and thank the classroom teachers.
Student achievement in 2012

In Year 3 NAPLAN, ten students sat the literacy and numeracy tests. 100% of students in Year 3 met the National Standards for literacy and numeracy. In Year 5 NAPLAN, seventeen students sat the literacy and numeracy tests. 100% of students achieved the National Standards in numeracy, grammar and punctuation, and spelling; and 94% of students achieved the National Standards in reading and writing.

Messages

Principal’s message

The students, staff and our school community have continued to work together to provide a happy, safe and enjoyable school environment in 2012.

Our school leaders and the Student Representative Council have made significant contributions to positive programs and improvements to the school. They have shown excellent leadership and ensured all students have an opportunity to contribute to decisions at Repton.

The staff have continued to provide a progressive learning environment that has engaged and inspired our students. A focus on 21st Century learning, and what that means for our students, has stimulated conversation and action around the delivery of the curriculum across the school.

In Education Week, teacher, Nerine Carter, volunteer/General Assistant, Max Fenner and student, Brady Sharkey, were recognised at a Community of Schools’ Awards Ceremony. Nerine received an award for Outstanding Leadership in Science, Max received an award for his commitment to our school community as a volunteer, and Braden Sharkey received an award for excellence in all areas of his learning throughout his 6 years at Repton Public School.

Participation in Community of Schools initiatives has continued to be a valuable addition to our existing quality programs and opportunities. Several students from Repton were selected to join students from other local schools in Gifted and Talented workshops in Mathematics, Science, Writing and Music. The continuation of our Community of Schools’ successful Leadership initiatives have ensured school leaders benefit from experiences and training that provides them with skills that will continue to be of value well into their high school years and beyond.

Carol Sheppard, our Librarian, has introduced high quality programs that engage students in Information Literacy and inspire and nourish a love of reading. Students have learnt skills in accessing and applying a range of exciting and creative Information Technology tools for presenting their work across all Key Learning Areas.

Katie Keogh-Daley introduced a very successful transition to school program called STAR (School Transition at Repton). This program was well received by the wider school community. Attendance at the weekly sessions increased familiarisation for children and their parents about school activities. Children were engaged in a range of activities including gross motor development, reading, early literacy and numeracy, as well as creative play.

Nerine Carter was the driving force behind the ‘Live Life Well’ program, led the choir, music and dance programs, as well as acting as Sports Organiser. Nerine was integral to the Statewide Curriculum Collaborations Project, in the area of Science, for Repton Public School.

The installation of a new kitchen has provided our school community with an excellent resource for engaging students from K-6 in a range of learning experiences that enrich their knowledge and skills in literacy, numeracy, science and technology. Implementation of a whole school ‘Kids in the Kitchen’ program is planned for 2013.

Significant staff changes in 2012 saw the retirement of Mrs Roslyn Gardiner and Ms Allison Grant returning to her home town of Melbourne. We wish both Roz and Alli all the best in their prospective life journeys.

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.

Sally Ryan
P & C message

2012 was undoubtedly a year of upheaval for public schools in New South Wales. The changes brought in by the government during the year resulted in both opportunities and challenges for schools such as ours.

This year the government brought in the new policy called “Local Schools, Local Decisions.” The idea behind the policy is to provide more decision making power for school principals. For example, our school is now able to recruit half of the teaching staff through external advertisements. This year our school had two full-time teaching positions become vacant and our school was able to recruit for one of these positions. The opportunity that this new policy presents is that school parents have a say in the teachers who are appointed to the school via representation on the recruitment selection panel. The challenge that this presents is that the recruitment process took up many hours of the school’s time, including an entire day spent in interviews.

One of the things that has become clear to me, through my involvement in the P&C, is that teaching is more of a vocation than a profession. This is not to say that teachers are not professionals – far from it. But each of the teachers that we have at our school teach our children because they love to do it and as the non-teaching tasks increase, the hours spent outside of the classroom on these tasks also increase. Living as I do next door to the school, I know that teachers are often still at school long after my working day has finished and I am back home with my family. If we paid our teachers by the hour there is no way that we could afford them, and if our teachers were not prepared to go the extra several unpaid miles that they do, our children’s education would be the poorer for it.

To give one example: the school organised an excursion to Dream World this year. They could have gone overnight, but it would have made the trip a great deal more expensive so they did a day trip and my son and his mates had the time of their lives. We had to send a teacher along with them and, I have to say, being asked to be a teacher on a school excursion that leaves the school at about 5.30 in the morning and then doesn’t return until about midnight sounds to me like some sort of a punishment. Nerine Carter attended this excursion willingly and cheerfully. There were other teachers from other schools and other parent helpers, but the bottom line is that Nerine was on duty for all of that day as the teacher from Repton. She did it so our kids could have a good time. If teachers such as Nerine were not prepared to do that, the excursions wouldn’t happen.

Nerine came to our school last year as a casual teacher to take our three/four class and during 2012 has taken our 2/3/4 class. She has thrown herself into our school community and has been well loved by students and parents alike. My daughter Luella has spent a lot of time this year making cards and presents for her, such is the affection that she has for Mrs Carter. Nerine steps down from full time teaching at Repton in 2012 but will hopefully continue her involvement with our school as a casual teacher in 2013.

I would also like to pay tribute to Katie Keogh-Daly who joined us in 2012 after Roz Gardiner retired. The P&C had a farewell BBQ for Roz in November to thank her for her fantastic service to our school and to wish her well in her retirement. Katie threw herself into the school and worked on our STAR program to assist the transition from pre-school to Kindergarten.

I would also like to pay tribute to Steph Sharkey for her devoted service to the P&C over several years. The youngest of her children leave our school this year and so her involvement in P&C comes to an end. Although I still have two children at the school, I will take a break from P&C during 2013. I have enjoyed my time on P&C but would like to step down and leave open the option of returning refreshed to the P&C before my youngest leaves the school in 2016.

2013 promises to be another year of opportunity and challenge. We begin the year with four permanent teachers, two of whom will be new to the school. As school budgets continue to get tighter, the P&C will continue to look for ways to support the teaching of our kids by providing extra funds. This year we were able to replace the shade sails through a community grant generously provided to us through the Holiday Coast Credit Union (HCCU). We were also able to
provide funds for the redevelopment of the old canteen area into a new kitchen space.

The P&C committee has worked hard to raise these funds throughout 2012 and I thank all the committee members for the huge time and effort they have put into our activities this year. We held a very successful Twilight Bowls afternoon in February. This event was generously supported by Novotel Pacific Bay Resort, the North Beach Bowling Club and other local businesses. Kim Shaw’s business connections were instrumental in us being able to obtain support from Novotel and also make an application for a grant under the HCCU Community Partnership Program. Tim Sutton was very kind to be able to step into the position of Treasurer when it became unexpectedly vacant during the year. Tim also put together a detailed grant application to the NSW government Community Building Partnership Program which was sadly unsuccessful. The school was also unsuccessful in obtaining funding through the 2012 Priority Schools Program.

Finally, the success or failure of the Local Schools, Local Decisions policy is pretty much up to the principal of the school. It is the principal who must take on the responsibility of managing the budget and making a million decisions. This is obviously easier in a school where the principal doesn’t also teach a class and who has a number of assistant principals.

So, I’d like to close by paying tribute to Sally who never ceases to amaze me with her drive to enrich the learning environment of our children. From her passion for teaching science, to her passion for mentoring and developing her staff, dealing with the day to day tasks required by the department and finding ways to stretch the budget way beyond what seems possible. Although the P&C contributed some funds to the kitchen, it was her idea. We now have a new music room down there as well. Watch this space, there are going to be some big things happening in the area of music for Repton Public School next year.

We are going to need some help raising some funds. I look forward to seeing new parents become involved in the P&C in 2013 and continue to build on the strengths and achievements of 2012.

Ian Nisbet, Repton PS P&C President

Student representative’s message

The school leaders and Student Representative Council (SRC) have been very active this year in the school community. The SRC met every three weeks to discuss what needed to be done around the school to improve the environment for everyone.

The SRC worked with the teachers to improve the playground and classrooms areas. We led the school in as positive behavior program that focused on eight attributes. Each week we started with ‘positive people….’ and then focused on attributes such as positive, balanced, problem solvers, hardworking, caring and team players. The whole school benefited from this program as it was part of our everyday classroom and playground thinking.

The Year 6 leaders held several cake stalls throughout the year to raise funds to purchase a fridge for the new kitchen. We were able to buy this gift for the school so that students can enjoy the ‘Kids in the Kitchen’ program in the years to come.

Jasmin Nolan and Tom Rixon, School captains, 2012
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>46</td>
<td>47</td>
<td>50</td>
<td>40</td>
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</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>33</td>
<td>27</td>
<td>32</td>
<td>28</td>
<td>26</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.1</td>
<td>93.9</td>
<td>96.1</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>85.3</td>
<td>94.1</td>
<td>93.2</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>90.0</td>
<td>92.7</td>
<td>94.4</td>
<td>91.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>87.8</td>
<td>93.0</td>
<td>94.2</td>
<td>94.0</td>
<td></td>
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<tr>
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<td>91.6</td>
<td>91.3</td>
<td>90.0</td>
<td>93.2</td>
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<tr>
<td>5</td>
<td>90.4</td>
<td>92.2</td>
<td>96.2</td>
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<tr>
<td>6</td>
<td>93.8</td>
<td>91.4</td>
<td>95.3</td>
<td>98.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>90.3</td>
<td>92.5</td>
<td>93.8</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is monitored through class roll marking and regular review of Oasis data records in consultation with the School Administrative Manager. A school generated letter is sent home promptly when partial attendance and on-going absences, without explanation, are evident.

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 2012 Class Size Audit conducted on Monday the 21st March, 2012.

<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>K/1</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>

Staff information

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

[Enter text here.]

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>5.8</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has no Indigenous workers in any position as teacher, Learning and Support Teacher or SASS staff.

Staff retention

There have been several changes to staffing at Repton in 2012. Mrs Roslyn Gardiner, who has been at Repton for 9 years as the Kindergarten and Stage 1 teacher, retired in August and was replaced by Mrs Katie Keough-Daley for the remainder of 2012. Mrs Nerine Carter replaced Ms Allison Grant for all of 2012 prior to Ms Grant’s resignation from the NSW teaching service. This resulted in both full time teaching positions becoming available for permanent teachers in 2013. We filled one position through the merit selection process and one through resumption of duty. In 2013 we will welcome our new teachers, Mr Matthew Neal and Mrs Jodie Perry.
Ms Carol Shephard was successfully appointed to Repton two days a week as our teacher/Librarian, replacing Mrs Carol McFaul who accepted a four day a week position at Bellingen Public School.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</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>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td><strong>Total teaching &amp; learning</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training &amp; development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td><strong>Total training &amp; development</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
</tbody>
</table>

| **Balance carried forward**                      | **44438.65** |

A full copy of the school’s 2012 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 2012**

**Achievement**

**Arts**

The students at Repton enjoy sharing their personal talents in the areas of drama, dance and music. This year we held two Talent Quests which encouraged students to prepare group and individual performances to share with the school community. The events were very successful, with teachers and parents enjoying the display of talent.

During 2012, students from Year 5 and 6 participated in the Picasso Cow project, an initiative offered by Dairy Australia. This project involved Repton taking delivery of a 45 kilogram life sized fibre-glass cow which needed to be named, painted and decorated before taking part in a “Cow Presentation” Day with ten other schools in the region.

The project was a great example of cooperative teamwork by all students in the class from her name “Sandy Milk” to her finished design incorporating the Repton community with a river on one side and the sea on the other.

“Sandy Milk” is now a permanent and much loved fixture at our school.
Sport

Senior Girls Touch Football Team

Throughout 2012, the focus of whole school sporting and physical activity programs aimed to provide opportunities for all students to be more active, more often, as well as focusing on healthy eating habits. Implementation of the ‘Live Life Well’ program was an important and beneficial addition to the school program as it renewed focus on Personal Development Health and Physical Education programs; with the aim of meeting the needs and interests of all students. During the weekly gross motor and fundamental movement skill activities, Year 5 and 6 students acted as facilitators to encourage the younger students to gain confidence and basic skill development.

Fundamental movement skills have been a focus to support better skill development and has given the school an opportunity to foster community partnerships that promote and support whole school strategies.

The Active After Schools Community program (AASC) has once again provided opportunities for students to participate in a unique and varied range of sporting experiences. The students have enjoyed cricket, soccer, rugby league, golf and lawn bowls. We would like to thank the coaches provided by North Beach Bowling Club and Urunga Golf Club for assisting the students in their skill development. AASC also provided opportunities for the student to travel to Coffs Harbour to participate in a Mini Olympics event, with other students, from a number of small public schools from across the Coffs Harbour region.

Other initiatives this year include the Premier’s Sporting Challenge, Prime Minister’s Olympic Challenge, Schubert 7s League competition, Classic Shield Rugby League, Milo in2 Cricket, Jump Rope for Heart and participation in PSSA soccer, rugby league, rugby union, touch football, AFL and cricket.

There have been many outstanding individual and team performances this year. Our achievements in sport are as follows:

School Swimming Carnival:

Sub- Junior Boy Champion, Lochlan Rixon
Sub-Junior Girl Champion, Charlie Chelman
Junior Boy Champion, Jesse Fyfe
Junior Girl Champion, Chelsea Rixon
11 Years Boy Champion, Fred Mitchell
11 Years Girl Champion, Jasmin Nolan
Senior Boy Champion, Dylan Wellington
Senior Girl Champion, Ella Schroder

Small Schools Swimming Carnival:

Repton won the overall Small Schools Carnival. Junior Champions were Joe Mitchell and Brooklyn French. The 11 years Champions were Max Shaw and Jasmin Nolan.

Athletics Carnival:

There were several tied champions demonstrating the talent we have at our school for athletics.

Sub- Junior Boy Champion, Lochlan Rixon
Sub-Junior Girl Champion, Maeve Forrest and Charlie Chelman
Junior Boy Champion, Joe Mitchell and Jesse Fyfe
Junior Girl Champion, Chelsea Rixon and Emily Carter
11 Years Boy Champion, Max Shaw
11 Years Girl Champion, Jasmin Nolan
Senior Boy Champion, Dylan Wellington
Senior Girl Champion, Ella Schroder

Small Schools Athletics:

Repton won the overall Small Schools Athletics
Carnival. Jesse Fyfe was junior champion and Max Shaw was the 11 year champion of the carnival.

Cross Country:
Sub Junior winners- Mia Schroder, Taji Haran-Bickley
8/9 Years winners- Joe Mitchell and Indi Wightman
10 Years winners- Jesse Fyfe and Brooklyn French
11 Years winners- Fred Mitchell and Evee Schroder
12 Years winners- Dylan Wellington and Ella Schroder

At the Small Schools Soccer Knockout held at Taree, Repton played extremely well making it to the semi-finals. Huge thanks to Nick Radford for his time and once again providing valuable, correct soccer knowledge to the students.

Fred Mitchell and Max Shaw were selected as members of the Mid North Coast Rugby League Team and travelled to Leeton to play other regional teams from across New South Wales.

The 2012 sport champions are as follows:
Sub Junior Boy- Lochlan Rixon
Sub Junior Girl- Charlie Chelman
Junior Boy- Jesse Fyfe
Junior Girl- Chelsea Rixon
11 Year Boy- Fred Mitchell
11 Year Girl- Jasmin Nolan
Senior Boy-- Dylan Wellington
Senior Girl- Ella Schroder

Congratulations to everyone for their efforts in ensuring that all students have opportunities to achieve in their sporting activities and healthy lifestyle pursuits.

Nerine Carter, Sports Organiser, 2012
is displayed in the front office. The students were assisted with the organisation by parent, Steph Sharkey. The teachers were overwhelmed by this gesture and appreciated the efforts of the students.

We continued our Better Buddies program throughout 2012 as this successful initiative provides a consistent and positive support network for the younger students. Better Buddies is in its second year at Repton and will continue in 2013.

Better Buddies activity

Academic

<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>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</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>

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Reading – NAPLAN Year 3

Numeracy – NAPLAN Year 3
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.

**Significant programs and initiatives**

**Aboriginal education**

In 2012 Repton Public School continued the Acknowledgement of Country at special school events and at weekly school assemblies. The school captains and other school leaders delivered the acknowledgement in respect for all Aboriginal people.

Class teachers embedded Aboriginal perspectives in teaching and learning programs in HSIE and Visual Arts. In science and technology, the K/1 class investigated how Aboriginal people made ‘containers’ to transport food as part of their unit of work on lunch boxes.
Multicultural education

During second semester all students in the school learnt about other cultures as part of the Human Society and its Environment Key Learning Area.

Each class had a particular focus where they investigated other cultures, their influence on Australian culture and particular traditions, foods and activities that we consider part of our culture. They also investigated the importance of rituals and ceremonies in other cultures and how we show respect for cultural differences.

Carol Shepphard organised a Multicultural Day where students, parents and other members of the community enjoyed a wide range of crafts, food, customs, games, dance and activities originating from other countries. This was an excellent forum for showcasing student knowledge, acceptance and celebration of our diverse culture in Australia.

Activities included mehndi hand decorating, volleyball, sushi making, watermelon slushies, mango lassies, chess, rangoli, diwali lamps and ribbon dancing.

Other programs

STAR Program - School Transition at Repton

In terms three and four of 2012, Repton Public School introduced its STAR (School Transition At Repton) program developed by K/1 teacher Katie Keough-Daley. This fortnightly event invited young children and their parents from the local community into the school to participate in a range of activities. Each session started with K/1 students buddying up with a visiting preschool friend to participate in gross motor activities including balancing, jumping, throwing and catching. The development of gross motor skills helps cognitive development and assists the development of fine motor skills in the classroom. Following the gross motor activities, children moved to the classroom where they enjoyed their healthy snack and shared a story. Preschool children then had the opportunity to make some literacy and numeracy resources with their parents to take home at the end of the session. The STAR program gave the K/1 students an opportunity to use their good team work and leadership skills to assist the visiting preschool children to enjoy and experience school life. It offered new and existing parents with an opportunity to enter the school and find out about the exciting events happening at the school, as well as, providing a rewarding opportunity for the school to share its facilities with the wider community. The program attracted a growing number of participants each session and was successful in promoting the school and providing children with a smooth transition for school life at Repton Public School.

Live Life Well @ School Program

The ‘Live Life Well @ School’ Program is an initiative between the Department of Education and Communities and NSW Health. The program has been developed to promote a ‘whole school’ focus on getting more children, more active more often. The program promotes the areas of nutritional education, physical activity and encourages strong links between classroom practice, home and the broader community. Some of the key focus areas for our school, were:

- promote the enjoyment of healthy eating and provide opportunities for children to experience the tastes, smells and touch of a range of different foods;
- focus on food student can enjoy rather than what they should avoid;
• build lessons relating to personal development around student diversity, uniqueness, self-acceptance and tolerance of others;
• reiterate positive messages in the classroom and across the whole school community;
• fundamental movement skills hold a focus in all physical education lessons; and
• promote a range of physical activity options.

As part of the program, staff developed a school Action Plan based on the key health promoting messages of Live Life Well @ School. Once the plan was approved, the school received funding to assist in the implementation of initiatives.

A major portion of the funding was committed to the introduction of a kitchen where students will be able to not only experience a variety of foods (some grown in the school garden), but also develop an understanding of better health choices whilst learning basic cooking skills and the ‘science’ of food. The ‘Kids in the Kitchen’ program will begin in 2013.

Other actions to come from the Live Life Well program that have been introduced into Repton School are:

• An improved focus on our existing ‘Healthy Break’ which is now known as ‘Crunch and Sip’ where students are encouraged to eat fruit or salad vegetables and drink water in the classroom. Students re-fuel with fruit or vegetables during the morning or afternoon, assisting physical and mental performance and concentration in the classroom;
• Membership to the Healthy Kids Association. Working with schools, families, and health professionals to improve the nutritional quality of foods consumed by children and young adults; and
• The Fresh Tastes @ School NSW Healthy School Canteen Strategy. The strategy is all about giving students across NSW a taste for healthy foods. It helps schools determine the healthier types and frequency of foods that are available for sale in their canteens.

**Progress on 2012 targets**

The following targets were the major focus for the 2012 School Improvement Plan.

**Target 1**

Increase the number of Year 5 students achieving band 4 or higher from 60% (2010) to 73% (2012) in spelling, NAPLAN.

Year 1-3 students will achieve a reading level that meets expected exit levels for their stage: year 1 from 54% (2011) to 77% (2012), year 2 from 60% (2011) to 80% (2012) and year 3 from 36% (2011) to 63% (2012).

Our achievements include:

• 94% of students in Year 5 achieved band 5 or higher in spelling, NAPLAN; and
• 80% of Year 2 and 3 students achieved expected reading levels in 2012.

**Target 2**

Increase the number of year 5 students achieving band 5 or higher from 60% (2010) to 73%(2012) in numeracy, NAPLAN.

66% of Year 2 (2012) will achieve SENA 1 by November 2012, as compared to 33% Year 1 (2011), 72% of Year 3 (2012) will exit SENA 2 by November 2012, as compared to 45% year 2 (July 2011) and 57% of Year 4 (2012) will exit SENA 2 by November 2012, as compared to 29% Year 3 (2011).

Our achievements include:

• 100% of students in Year 5 achieved band 5 or higher in Numeracy, NAPLAN;
• All Year 2, 3 and 4 students achieved exit levels for SENA 1 or SENA 2 as per the target; and
• All teachers included strategies and actions in numeracy that focused on Newman’s Analysis.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Management and Satisfaction, and Personal Development, Health and Physical Education.
Personal Development, Health and Physical Education (PDHPE)

Background
Personal Development, Health and Physical Education is a Key Learning Area that provides a balance of teaching and learning that focuses on the development of the whole person and the improvement of quality of life for all students. It encourages students to develop a commitment to lifelong planning and positive choices. It includes teaching and learning in the areas of growth and development, interpersonal relationships, personal health choices, games and sports, active lifestyle and dance.

Findings and conclusions
25% of surveys were returned and the results were analysed to inform staff about what we do at the school in this Key Learning Area (KLA).

100% of parents indicated that:
- Their children enjoy most of the activities when participating in PDHPE;
- Physical activity and healthy eating are important to student learning; and
- The school provides a range of physical activities to cater for the needs and interests of all students.

90% of parents indicated that:
- Our school community thinks PDHPE is important;
- Their children are developing co-operation skills through fitness and sport activities;
- The school teaches students about keeping safe in a range of situations.

82% of parents believe that our school promotes a balanced approach to living a healthy life through its PDHPE programs and that the school needs to inform parents about what fitness, sport, personal development and health lessons are implemented at each stage. 9% indicated that they didn't know if this was the case and 9% disagreed with both statements.

73% of parents believe that the school provides the opportunity for their children to be involved in sport at school and in out of school sports. 18% indicated that they disagreed with this statement and 9% didn’t know.

36% of parents indicated that more time needs to be allocated to fitness and sport. 36% disagreed with this statement and 27% didn’t know if they agreed or not.

Some parent comments, made in response to the allocation of time to fitness and sport, were as follows:
- I think it is important for fitness and health to be part of every school day.
- I think it’s already a good balance.
- I don’t think you need to make changes.
- I don’t think more time needs to be allocated.
- No change needed. I believe the school provides a great balance and terrific opportunities, especially for a small school.

93% of students participated in the survey.

- 100% of students surveyed agreed it is important to be active, co-operate and play well in a team. All students recognised there are strong links between physical activity, healthy eating and learning. They agreed it is important to have good relationships with others at school and in the community, and that they should make healthy choices.

- 96% of student respondents believe that they are fit enough and do enough physical activity, that they can keep themselves safe at school and in places and situations outside of school.

- 93% of students believe that PDHPE are important areas of learning; that the school provides opportunities for involvement in sport at school and ‘out of school’ competitions. They know the school’s 5 Point Plan, and the 5Cs, and how to use them to keep themselves safe.

- 90% of students agreed that the school provides a range of physical activities to cater for the needs and interests of all students. However, the girls commented that they feel the sports offered were more for the boys.

Future directions
In response to the survey results we will:
- Endeavor to offer a broader range of sports in 2013, including basketball and belly dancing.
• Ensure all students and parents know the 5 Point Plan (ignore, walk away, use ‘I’ statements, tell someone, tell a teacher) and that they know the 5Cs (Consideration, Co-operation, Caring, Commonsense and Confidence). A regular focus on these strategies is needed so all students can apply them in their daily practices to keep themselves and others safe and happy.

Management

57% of parents responded to the survey about School Management at Repton Public School. 

Their responses are presented below.

95% of parents indicated that the school continually monitors what happens in the school to make improvements. One parent didn’t know if this was the case.

82% agreed that The school regularly measures the success of its programs through meetings. Three parents didn’t know and only one parent disagreed with the statement.

91% of respondents agreed that the school makes major changes from time to time to improve what it does. 9% of parents indicated that they didn’t know.

95% of parents know that the teachers participate in professional learning to continually build on quality practices in the classroom and that the school’s daily routines are well organised. Only one parent didn’t know for both statements.

100% of parents read the newsletter and/or accessed the school website for information about what is happening in the school.

Parent, student, and teacher satisfaction

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

Parent responses are presented below.

57% of parents responded to the survey about satisfaction.

95% of the respondents agreed that the school looks after the learning needs of all students. Only one parent disagreed with this statement.

100% of parents agreed that:

• The school’s Welfare and Discipline system is fair;
• They value all the school staff and support them in what they do; and
• Speak positively about Repton Public School to the wider community.

Comments made by parents include:

• The staff at Repton are highly committed to the improvement of student outcomes for all children.
• I am encouraged on a regular basis with the innovative practice and improvements;
• Strong leadership and reflective practice is displayed by Ms. Ryan and the Repton PS team
• I’m extremely impressed with Repton Public School and I speak very positively about it in the wider community. The friendliness of all students to each other, despite the age differences, is something to be very proud of and I have not seen it in other schools.
• A greater amount of organising is needed when Repton attends sporting events. This is a continual problem that needs fixing.
• We love the school, but sometimes feel out of the loop in terms of events that are happening. We read the newsletter, but still don’t seem to always know. We would have liked to have had a parent-teacher evening offered.

Future directions

In response to the survey comments made by parents we will:

• Ensure the organisation of support at sporting events includes more parent helpers;
• Offer a parent-teacher information evening in 2013 as well as our annual welcome BBQ; and
• Ensure all events are included in the weekly newsletter and noted on the school’s website calendar.

Professional learning

All staff were involved in professional learning in 2012. They directly linked their own professional
learning to the school targets to ensure their learning was embedded in classroom practices. Quality opportunities included Team Leadership for School Improvement, Super Six Strategies, Gifted and Talented (Egats), Dyslexia, Adobe Connect, Curriculum Collaborations- Science and NINA. School based professional learning included writing analysis using Consistent Teacher Judgment.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Enhance the learning outcomes of students in literacy though sustainable strategies and practices that incorporate assistive technologies.

2013 Targets to achieve this outcome include:
• Increase the total score in the ten areas of persuasive writing for all students, 3-6, as indicated from internal and external assessment data. Year 5, 2012, from 48% to 52% Year 6, 2012. Year 4, 2012, from 38% to 43% Year 5, 2013. Year 3, 2012, from 36% to 40% Year 4, 2013.
• Year 1 and 2 students will achieve a reading level that meets expected exit levels for their stage: Year 1 (level 18) from 50% (2012) to 63% (2013) and Year 2 (level 25) from 82% (2012) to 91% (2013).

Strategies to achieve these targets include:
• Staff access and use SMART2 to develop individual and group focus tasks in writing (including spelling, vocabulary, grammar and punctuation);
• Compare and use external and internal assessment data, in writing, to evaluate and modify the use of assessment strategies to improve student writing;
• Provide a balanced English session and participate in lesson study as part of classroom support

• Training in the use of the Literacy Continuum as a means of tracking student progress and developing teaching content.

School priority 2
Outcome for 2012–2014
Enhance the learning outcomes of students in Numeracy though sustainable strategies and practices that incorporate assistive technologies.

2013 Targets to achieve this outcome include:
• Increase the percentage of correct responses in Year 5 NAPLAN, Numeracy, from 52.6% (2011) to 58.3% (2013).

Strategies to achieve these targets include:
• Staff access and use SMART2 to develop individual and group focus tasks in Numeracy as identified from NAPLAN and in-school assessment results 2011-2012.
• Training in the use of the Numeracy Continuum as a means of tracking student progress and developing teaching content;
• Continue to explicitly teach Newman’s Error Analysis, with a focus on Quality Teaching elements of Problematic Knowledge and substantive communication, to address individual and group needs in ‘Working Mathematically.’

School priority 3
Outcome for 2012–2014
Improve student attainment and engagement through targeted programs.

2013 Targets to achieve this outcome include:
• Increase staff knowledge, understanding and implementation of PLPs and ILPs from 40% (2012) to 100% (2013)
• Increase parent involvement in the development of Individual Learning Plans and Personalised Learning Plans, from 0% to 10% through positive relationships with class teachers, students and the Learning and Support Teacher.
Strategies to achieve these targets include:

- Work with parents, students and the LaST to develop and implement PLPs and ILPs for students
- Implement, monitor and evaluate PLPs and ILPs to meet the learning, social, emotional and physical needs of all students
- Complete Module 1 and 2 of Every Student, Every School to ensure we have an effective Learning and Support Team
- Evaluate the success of PLPs and ILPs through 3 way conversations with parents and students.

School priority 4

Outcome for 2012–2014

Engage all teachers in professional learning that provides opportunities to become familiar with, and plan using, the new curriculum in English, Mathematics and Science, K-6.

2013 Targets to achieve this outcome include:

- Plan, in consultation with staff and Learning Community Principals, for staff awareness training through the use of DEC support materials and professional learning;
- Complete the online courses, ‘The Learner and the new Curriculum’ and ‘ Teaching for the New Curriculum’; and
- Work collaboratively with teachers to engage with the DEC programming tool and resources for English; and to begin familiarisation with the new Mathematics and Science curriculums.

Strategies to achieve these targets include:

- Focus on student learning in the context of 21st Century needs and explore how students learn
- Review current planning, programming, teaching and assessing practices
- Program for English using the DEC programming tool and resources ready for implementation at the beginning of 2014
- Engage in professional learning tasks to become familiar with the Mathematics and Science curriculums.

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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