School context statement

Repton Public School serves a diverse community with a range of beliefs, interests and lifestyles. The wider community supports and values our school and enriches the learning experiences for students through its involvement in a range of academic, sporting and creative programs. The school is committed to ensuring the positive development of each child physically, emotionally, socially, intellectually and spiritually within a school environment where every child is encouraged to achieve their best. In its endeavour to improve outcomes for all students, the school provides quality teaching and learning programs, recognises cultural diversity, encourages academic excellence, develops social skills and encourages creativity. Repton Public School is committed to promoting lifelong learning for all.

Principal’s Message

Repton Public School provides a challenging and relevant learning environment where students are given the opportunity to succeed in a safe, positive and inclusive manner. Our learning experiences are varied, innovative and creative and promote lifelong learning for all of our students as 21st Century learners. The focus on excellence in Literacy, Numeracy, Creative Arts and Sport continued throughout 2014 with many successes and celebrations in these areas. Our students achieved these successes with parents and community members joining us to celebrate these on many occasions.

During 2014, Repton Public School worked very closely with its community in order to develop the School Plan for 2015 to 2017. The support that all of our students have received through the partnerships that have been built between home and school has been vital in these successes and is certainly welcomed and nurtured by our staff at Repton Public School.

Some of the special events and celebrations that we have shared during 2014 are:

- Swimming carnivals – both our own and Small Schools
- Cricket teams – both boys and girls
- Year 6 Leadership camp in Brisbane with Bellingen/Dorrigo Community of schools
- Anzac Day service both at Bellingen and at school
- Schubert 7s Rugby Gala Day
- Kindergarten Buddies program
- Easter Hat Parade
- Boating safety lessons
- Creative and Practical Arts and Science groups that included gardening, music, drumming, dance, visual arts
- Whole School fitness – 3 days per week including Jump Rope for Heart and dancing
- Cross Country
- Athletics Carnivals both our own and Small Schools
- Education Week
- Book Week
- Naidoc Week
- Talk Like a Pirate Day
- Performances by both Choirs and drumming groups at the Bellingen Show and the Coffs Harbour Eisteddfod
- Grandparents Day
- Responsible Pet owners Program
- Soccer Knockout
- Swans AFL visit and program
- Excursion the Wightman’s farm
- Year 5 Leadership Day at Dorrigo Public School with Bellingen/Dorrigo Community of Schools
- A 3 day excursion to The Great Aussie Bush Camp in Tea Gardens
- K-6 Public Speaking Competition
- Hogwarts Lunch during Book Week that we were awarded a Coffs Harbour Festival Highly Commended Healthy Canteen award for.

Jane Martyn
Principal
P & C message

Hopefully by now everyone is well aware that next year the school celebrates its 100th birthday. As part of the planning for our centenary celebrations, I have been going through the history of the school. I found out that our P&C was founded in 1924. It was founded because a man named Arthur Roberts was appointed as the teacher here and he had 80 students in the two rooms of what is now the library. Those two rooms were the extent of the school for many years.

I also recently came across some other records from 1945. Apparently at that time there was a proposal to centralise education at a large school in Bellingen and bus the children to school from Repton. Not surprisingly, the P&C wrote to the minister and let him know they were strongly opposed to such a proposal.

I use these examples to illustrate the fact that right from the start there has been a close relationship between the school and the community. In fact, the school was established here because of local parents lobbying the government for several years to establish a school on this side of the river so their children didn't have to make the trip across the river to Raleigh school.

When the school was founded the single biggest employer in Repton where the timber mills that operated on the river, including the one owned by E.D. Pike and company. Ninety-nine years later, the biggest employer in the area is the North Beach Bowling Club, managed by Lance Pike. However, I am reliably informed that he is not related to the people who ran the mill.

The club, however, is a major supporter of the school and it was from a generous donation on the part of the club last year as well as funds raised by the P&C that the school now has 10 iPad minis. These have recently been set up and they will be ready to go at the start of next year.

The P&C has also been involved in other fund raising activities and helped the school purchase a digital SLR camera which has been very useful in producing fantastic images for the promotion of the school.

The P&C isn't just about fund raising. It is also about having input into the operation of the school and even selection of staff. Tracy Young, our treasurer, was part of the selection panel in term one that recruited our new principal. And the panel did an excellent job in their selection. Jane hit the ground running and it has been fantastic to see the work she has been doing with the school and working alongside her to make this the best school it can possibly be for our children.

Next year a big focus of P&C will be our centenary celebrations. As you probably know, we are planning a dinner and bush dance at the end of term three as well as a huge school fair and the production of a book and DVD. Lots of things to organise and we will require lots of help. We will be having a working bee at the school early in term one next year. We will combine that with an information day to let people know what is being planned and how they can help.

Finally, I would like to pay tribute to two mums who are leaving us this year because their babies are babies no longer: Firstly Bec Fieldes, who has been our P&C vice president and for Liesl Dowling who has been our secretary. Their input and service has been greatly appreciated over this year.

Ian Nisbet
P&C President
### Student information

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

#### Student enrolment profile

**Student Enrolment**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>50</td>
<td>40</td>
<td>44</td>
<td>34</td>
<td>36</td>
<td>25</td>
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<tr>
<td>Female</td>
<td>33</td>
<td>27</td>
<td>32</td>
<td>28</td>
<td>26</td>
<td>29</td>
<td>34</td>
</tr>
</tbody>
</table>

#### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>94.4</td>
<td>95.1</td>
</tr>
<tr>
<td>1</td>
<td>85.3</td>
<td>94.1</td>
<td>93.2</td>
<td>94.3</td>
<td>89.3</td>
<td>91.6</td>
</tr>
<tr>
<td>2</td>
<td>90.0</td>
<td>92.7</td>
<td>94.4</td>
<td>91.4</td>
<td>94.5</td>
<td>94.0</td>
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<tr>
<td>3</td>
<td>87.8</td>
<td>93.0</td>
<td>94.2</td>
<td>94.0</td>
<td>96.3</td>
<td>96.2</td>
</tr>
<tr>
<td>4</td>
<td>91.6</td>
<td>91.3</td>
<td>90.0</td>
<td>93.2</td>
<td>94.2</td>
<td>90.1</td>
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<tr>
<td>5</td>
<td>90.4</td>
<td>92.2</td>
<td>96.2</td>
<td>94.2</td>
<td>94.4</td>
<td>95.0</td>
</tr>
<tr>
<td>6</td>
<td>93.8</td>
<td>91.4</td>
<td>95.3</td>
<td>98.0</td>
<td>92.3</td>
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<tr>
<td>Total</td>
<td>90.3</td>
<td>92.5</td>
<td>93.8</td>
<td>93.9</td>
<td>93.3</td>
<td>94.1</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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

### Workforce information

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

Repton Public School prides itself on a strong team approach and shared responsibility across the school. A high level of respect and cooperation 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 one day a week School Administrative Officer. Our office staff are welcoming, professional and supportive of their students, teaching staff and school community.

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.768</strong></td>
</tr>
</tbody>
</table>

The school has no Indigenous workers in any position as teacher, Learning and Support Teacher or SASS staff.
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>33%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Throughout 2014, staff at Repton Public School participated in a range of professional learning activities. Professional learning opportunities included workshops, conferences, video conferences, Adobe connect sessions and training days on a range of topics. The school spent a total of $3,658.15.

Four teachers participated in the professional learning as well as one SASS staff who participated in an Information Forum and Accrual Accounting. Much of the professional learning undertaken in 2014 was done outside school hours and was online or in workshops that only required casual teacher costs. These included:

- Principal’s Conference
- Emergency Care and CPR training
- Online Anaphylaxis/Asthma training
- Syllabus PLUS K-6 Mathematics
- Learning “Programming for QT & Assessing in English”
- Accrual Accounting Fundamentals
- K-6 English Syllabus
- Mathematics K-6 NSW Syllabus for the Australian Curriculum
- Science and Technology K-6 NSW Syllabus for the Australian Curriculum
- Connecting the Numeracy Continuum with the new Mathematics Syllabus
- New English Curriculum for the Australian Syllabus
- Numeracy Continuum
- PLAN (Planning for Literacy and Numeracy) training

All professional learning is shared with staff following workshops and conferences in areas that impact on the whole school and student learning.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>62,779.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>80,589.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19,294.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22,128.92</td>
</tr>
<tr>
<td>Interest</td>
<td>1,864.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,290.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>188,947.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8,137.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>22,832.57</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6,005.79</td>
</tr>
<tr>
<td>Library</td>
<td>991.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,658.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20,713.54</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>8,420.12</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>28,818.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15,254.61</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7,878.04</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,548.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>943.64</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>126,203.06</td>
</tr>
</tbody>
</table>

| Balance carried forward   | 62,744.87  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

<table>
<thead>
<tr>
<th>Percentage of Year 3 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>

<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>

NAPLAN

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small number of students participating in the Literacy test in year 5, no data is available for publication.

NAPLAN Year 5 - Numeracy

Due to the small number of students participating in the Numeracy test in year 5, no data is available for publication.

Other achievements

Creative and Performing Arts

Choir

In 2014, Repton’s 3-6 Choir participated in the Coffs Harbour Eisteddfod, competing against larger schools. They performed two pieces and were well received.

All students in K-2 participated in the Junior Choir this year. The students worked hard learning songs and refining their performance skills. Students were confident and eager to perform. Performances for the two choirs included the Bellingen Agricultural show, the Coffs Harbour Eisteddfod, Education Week and school performances for parents. The Junior Choir is a great platform for young singers to gain confidence and ability singing with other voices in preparation for larger choirs as they progress through their schooling.

Music

Repton Public School’s whole school music program has continued to be a success with all students participating in singing, dancing and playing musical instruments every week. Throughout the year, students from all ages have explored rhythm using percussion instruments, environmental sounds, tuned instruments and voice. Our school drumming group displayed their prowess through performances at the Bellingen Show and the Education Week at Park Beach Plaza. An increase in public awareness about our music program led to the donation of a number of instruments to our school and a local craftsman donated his time to repair our broken
instruments free of charge. This music program has led to an increase in student self-motivation and our senior girls formed their own singing group and performed for the Year 6 farewell dinner and disco.

Matthew Neal, Music Coordinator and Teacher

Sports Report

We have had an amazing year of sport here at Repton Public School in 2014.

Swimming

We kicked things off with a series of successful swimming carnivals and saw some real talent shining through. Congratulations to our school champions:

Laurin Bradley, William Perry, Maeve Forest, Bobby Carter, Chelsea Rixon, Joe Mitchell, Sarah Stewart-Smith and Jake Clonan.

Our swimmers continued their success at the small schools carnival and our school took out the Small Schools Shield. Jake Clonan and Reece Carter tied as senior champions, while Joe Mitchell, Maeve Forest and Lochlan Rixon took out their respective divisions.

These results saw 14 of our swimmers compete at the District Championships with Reece, Jake and Joe all qualifying for the Mid North Coast Carnival.

Basketball

Our basketball teams played tough games against Urunga, with our boys side making it through to the second round against Frank Partidge.

Cross Country

Our Cross Country Carnival also turned out to be a great day. Congratulations to our champions:

Aiddan Danzey, Rani Austin, Lochlan Rixon, Hannah Furniss, Joe Mitchell, Emily Kilkpatrick, Reece Carter and Sarah Stewart Smith.

A number of runners continued their good form at the District Cross Country with Emily and Indi (finishing 4th and 9th) and qualified for the Mid North Coast Cross Country Carnival.

Athletics Carnival

Our Athletics Carnival was also enjoyed by all. Spread over two days, we were able to see all students participating and excelling in different events. Our Champions were: Rani Austin, Marley Wightman, Hannah Furniss, Lochlan Rixon, Emily Kilkpatrick, Joe Mitchell, Ebony Adams, and Reece Carter.

Both days of our Athletics Carnival were incredibly fun and were enjoyed by all who attended. Thanks again to all parents who attended and helped to make the days such a success.

Sarah and Hannah F. went on to take out the (Senior Girls Champion) and (Junior Girls Champion) at the Small Schools Athletics Carnival.

At district, Tyran placed first in both the shot put and discus events while Sarah made it through in second place for discus. Reece and Hannah both won their high jump divisions. Our Junior girls relay team came in third.

Cricket

We also enjoyed a number of team events throughout the year. Our cricket teams played wonderful games against Dorrigo and William Bayldon with students from years 2-6 competing.

Soccer

Our Small Schools Soccer team travelled out to Armidale to take on Tintinhull in the second round. Lochlan showed a lot of skill and won a lot of praise for not only being the smallest player on the field but also one of the best.
Representative Sport

We also saw a number of students competing for places in representative teams in Rugby League, Rugby Union, and Softball. Congratulations to Joe who was selected in the MNC RL squad, and to Tyran who made it into the North Coast Softball Team.

Finally, our school participated in some wonderful events throughout the year that gave every student an opportunity to enjoy sport and express themselves in a supportive environment.

Our Jump Rope for Heart drive was successful in raising over $600, and our Jump Off day was enjoyed by all. We travelled to Bellingen to take part in the T20 Bash – and every student got a chance to meet a couple of professional cricketers and grab a few autographs. Every student enjoyed a couple of weeks in the pool, improving their skills in the water through our swimming scheme.

I’d like to thank every parent who has been a part of our sporting year, whether it be providing transport, washing uniforms, assisting with timekeeping, or simply being there to support our children and encourage every child to try their best, and most of all … have fun. I think they have.

Multicultural education and anti-racism

Repton Public School has a fully trained ARCO (Anti-Racism Contact Officer) should issues arise with regard to Racism.

The school participated in:

- NAIDOC Week
- Community Well Being Day
- Harmony Day

These days involved the students rotating between a range of activities including art and multicultural games.

At unit of work was taught and developed to the whole school in Term 1 about bullying and anti-racism.

Aboriginal background

The funding that Repton Public School received for students with an Aboriginal background was used to:

- Develop and sustain a positive and inclusive school culture
- Improve the quality of teaching and learning for Aboriginal students
- Improve learning outcomes for Aboriginal students
Socio-economic background

Funding received for students from low socio-economic backgrounds was used to:

- Raise the expectations of students, teachers, executive, families and communities
- Strengthened partnerships between schools, families and community organisations
- Enhance students access to a wider range of curriculum learning experiences, specialist teachers sources of knowledge, individual connections and educational and community services
- Increase the effectiveness and quality of teaching and learning in the classroom

Other significant initiatives

Live Life Well @ School

Our school has been implementing the Live Life Well @ School program this year to take a whole of school approach to the nutrition and physical activity of our children. This has included:

School Community Partnerships:

- Fundraising is healthy or neutral
- Parents and/ or local sports groups are invited to participate in healthy food preparation and sports events.

School Ethos & Environment:

- School has promoted nutrition campaigns such as “Crunch&Sip”*
- There is an edible garden
- Sports equipment is available at recess and lunch
- Healthy food is provided through the school canteen and at school functions

Teaching & Learning:

- Students learn about healthy eating and physical activity
- Students participate in hands on nutrition learning experiences
- Students are involved in 120 minutes of physical activity a week

Transition

Repton Public School continued our transition to school program for students starting Kindergarten in 2015. The STAR program (School Transition at Repton) encouraged young children and their families from the local area to join the school community each week. Students attended one day per week during Term 4. Children were immersed in many varied activities that gave them a taste of what they can expect when they start school. The children participated in cooking, gross and fine motor activities, art/craft, storytelling and music. The program is very successful in easing the transition from preschool and home to fulltime schooling. The children have an opportunity to make relationships with students who will be in their class the following year as well as students from the broader school community. In addition, children develop a rapport with the class teacher and feel more comfortable and confident with classroom practices.

The program allows parents to visit the school on many occasions and learn about our school environment, the programs and activities on offer and to meet staff. The program attracted many families and was successful in raising enrolments and promoting Repton Public School.

Book Week 2014

In August this year, Repton Public School joined with the Children’s Book Council of Australia to celebrate Children’s Book Week. This year’s theme was “Connect to Reading” and activities included a Book parade where students and staff dressed as their favourite book character, a “Design a Bookmark” competition and the inaugural “Hogwart’s Lunch”.

The “Hogwart’s lunch” involved setting up tables and chairs for a sit down hot lunch for more than sixty staff, students and parents. The delicious
menu included baked potatoes, pumpkin and sweet potato, honey carrots, peas and roast chicken. This was followed by a dessert of cake, jelly, custard and cream. The day was a huge success with unanimous agreement that we will continue this tradition every year as part of our book week celebrations.

Public Speaking Competition

Our annual Public Speaking Competition was held at the end of Term 4. Congratulations to our talented winners.

Early Stage 1: Marlee Seelenmeyer
Stage 1: Sam Hely
Stage 2: Luella Nisbet
Stage 3: Tia Dowling

Grandparents Day

The school hosted Grandparents Day in October. All Grandparents were invited to the school to look at the student’s rooms and the learning that is happening in the school. There was a choir and dance performance, which everyone joined in on. After the performances there was a cake stall and a picnic morning tea enjoyed by all.

School planning and evaluation 2012—2014

School evaluation processes

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

- Home/school partnership. Including surveys and discussions about school improvement at P&C meetings.
- Regular evaluation of strategies and progress towards targets through teacher discussion, analysis of data and assessment review.
- NAPLAN analysis, anecdotal notes and Teacher Assessment review processes.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Learning outcomes in Literacy are enhanced through sustainable strategies and practices that incorporate assistive technologies.

Evidence of achievement of outcomes in 2014:

- All students in Year 1 have exited at the expected level in reading. Two students moved up 18 levels, exiting Year 1 at level 30. An additional student moved 18 levels exiting at level 25.
- In Kindergarten all students exceeded expected exit level 8. One student exited Kindergarten at level 23.

Strategies to achieve these outcomes in 2015:

- Access and use SMART2 data to develop individual and group focus tasks in writing as identified from NAPLAN and in-school assessment results.
- Compare and use external and internal assessment data, in writing and evaluate and modify the use of assessment strategies to improve student writing.
- Focus on using the Literacy Continuum, K-6 to improve reading and writing for all students by increasing their knowledge
and understanding of the progression through the clusters.

- Professional learning based Literacy Continuum.

School priority 2

Numeracy

Outcomes from 2012–2014

Learning outcomes in Numeracy are enhanced through sustainable strategies and practices that incorporate assistive technologies.

Evidence of achievement of outcomes in 2014:

- Applied the school’s consistent and methodical approach to teaching mathematical concepts and skills in mathematics sessions. Planned balanced Maths sessions are evident in teacher programs.
- Individual professional learning plans targeting progression through the continuum.
- Data and assessment from school testing, indicates individual student growth in SENA testing and in identified areas from NAPLAN.

Strategies to achieve these outcomes in 2015:

- Access and use SMART2 data to develop individual and group focus tasks in numeracy as identified from NAPLAN and in-school assessment results 2013-2014.
- 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.
- Provide consistent school based testing and assessment using SENA 1 and 2, Counting On, Compass Computation 3-6. All teachers follow the whole school assessment schedule and provide data analysis for team discussion and evaluation.

School priority 3

Outcomes from 2012–2014

Improved student attainment and engagement through targeted programs.

Evidence of achievement of outcomes in 2014:

- Procedures are in place that include parents, students and the LAST, in the development and review of ILPs at Repton PS.
- Regular, quality communication with parents and students about their progress in identified areas of need.
- Collaborative input to Learning and Support Team meetings and provide evidence of implementation of PLPs and ILPS.

Strategies to achieve these outcomes in 2015:

- Work with parents, students and the LAST to develop and implement individualised Learning Plans for identified students.
- Implement monitor and evaluate ILPs to meet the learning, social, emotional and physical needs of students.
- Evaluate the success of ILPs in achieving student outcomes through three way conversations with students and parents.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. The focus of the survey was Community Engagement.

Their responses are presented below:

- 86% agreed and strongly agreed that this is a school where parents and carers are encouraged to be involved in their child’s learning;
- 82% agreed and strongly agreed that this is a school where all members of the school community are supported to contribute to its success;
• 77% agreed and strongly agreed that this is a school where class activities are interesting and engage students in learning.

Future Directions
2015-2017 School Plan

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

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: