ROBERTSTOWN PRIMARY SCHOOL
Respect Pride Success

Robertstown PS
Annual Report
2012
Robertstown Primary School is situated approximately 150km north of Adelaide. The main industries locally are grain and stock farming. The school is especially well supported by parents and local community members.

The school’s motto is Respect, Pride and Success.

The school curriculum covers the following 7 learning areas: Mathematics, English, Science, Society and Environment, Health and Physical Education, the Arts and Technology.

Thirty-five students were enrolled at Robertstown Primary School in 2012 and there are likely to be thirty-two students enrolled for 2012, despite five graduating Year 7 students. Students come from a broad socio-economic background, mainly agricultural, with approximately 30% on School Card.

Class sizes are small with students working in two classes an R – 3 and a Year 4 – 7 class.

The Student Representative Council (SRC) works on fundraising, school promotion, lunchtime activities and grounds development.

The school is actively involved in a number of extra-curricular programs, such as athletics, basketball, swimming, football and netball carnivals, and offers a long-standing Electives program where community members run various enrichment activities for the students.

Christian Education lessons are offered once each term with the support of the local church groups.

Each year the school holds an Annual Concert Night where class, school and community awards are presented, the school’s achievements for the year acknowledged and the graduating class of Year 7 students presented to the wider school community. Each class performs a small item as well as a whole school item for the audience. The involvement of the Robertstown Preschool in 2012 was very welcomed.

There is a high level of community interest and involvement in the school, which has an extremely active and supportive Governing Council and Parent Club.

2012 Highlights

It has been wonderful to return to this school and community. Thanks to the supportive Governing Council, Parent club, staff, volunteer helpers & students – especially the SRC, there has been a great deal of progress this year.

Some of the highlights include:

- Swimming Carnival & lessons
- Pancake Tuesday
- Youth Environment Forums with Farrell Flat PS, Burra CS, Eudunda CS and St John’s Lutheran School
- Harmony Day with Eudunda AS
• SAPSASA sports
• Christian Ed activities
• Youth Advisory Council Group- Goyder Council
• Super Cycle visit

• Crazy Hair / Pyjama Day

• Auskick
• Biggest Morning Tea
• “Buddy” activities

• Mother’s Day Street Stall & Raffle
• Queen’s Jubilee/Birthday High Tea
• Electives- Thanks to wonderful parent & community support

• “Champions read” performance & Book week activities

• Lightning Carnival

• Lunch time activities with CPSW Carlene Heinrich (gardening, craft)
• Improvements to facilities/grounds: Curtains/Blinds installed, new swings, working bees to pave & tidy up the grounds, watering system, carpark
• Milo Cricket

• Sports day for Robertstown PS, Farrell Flat PS, Auburn PS & Watervale PS- many thanks to parents/staff/community in helping to organise this day

• Annual Camp- Adelaide was fantastic! Lot’s of “firsts” for students,

• Basketball clinic & Biddiball carnival

• Wheels day / Walkathon

• Eudunda Show display

• End of year celebration excursion to Gawler Cinema,

• Lawn bowls clinic
Report from Governing Council

The 2012 year started with an amendment to the constitution in regards to membership. As it was seemingly impossible to fill fifteen positions, it was decided to reduce the number of parents from ten back to eight giving a total of thirteen positions. This amendment was approved by the Director of Programs, Anne Kibble and Regional Director Terry Sizer. Even with this reduction in membership only nine positions were filled. These consisted of the Principal, a staff representative and seven elected parents. Many thanks go to two members who will not be standing for re-election in 2013, Naomi Mosey and Pam Klassen, for their work over the year.

Some of the business dealt with by Council included the ratification of the Student Code of Conduct (formerly behaviour policy), Anti-Bullying Policy, Site Improvement Plan, Transition Policy, Grievance Policy and the Bushfire Action Plan.

No Grounds Committee was elected for this year, rather it was preferred to discuss grounds issues informally during and after meetings, as well as times when the Principal and Groundsperson arranged meetings at the School. This I felt worked very well, reflecting in at least a couple of very successful working bees at which some worthwhile tidying up and finishing off of the front garden area was done. The school won the KESAB Tidy Town Award for Best Community Garden. Other projects undertaken on school grounds this year were the purchase and installation of a set of swings, very well organized through out and supervised by the Principal, and the installation of two table and bench sets, purchased some years earlier, again a job very well done by some of the dads and others.

All in all I would describe the year as successful and smooth running.

Martin Liebeknecht
Site Improvement Planning

Robertstown PS Site Improvement Plan for 2012 - 2013 has three key priorities: Literacy, Attendance & Behaviour and Curriculum & Pedagogies for engagement.

**Literacy:** Improve student reading and writing abilities and skills of all students (except Students With Disabilities), to age equivalent or above as specified in the targets, by the end of 2013

Our whole school approach delivers improved skill development and achievement in reading and writing through all staff working collaboratively to:

- Implement whole school agreements in teaching Literacy
- Implement agreed data collection schedule
- Implement current research in Literacy practices

Targets utilizing a range of measures were established, including Running Records, Lexile levels, NAPLAN, Waddington Diagnostic Reading & Spelling Tests, Westwood (SAST) Diagnostic Spelling Test, PAT-R Comprehension Test, Jolly Phonics & Multi-Lit words and a Writing Audit. A schedule of timely data collection was established to enable an ongoing cycle of assessment and teaching. Professional development for staff about “The Big 6 of reading” and NAPLAN Writing Marking were held; and self review utilizing the Literacy Practices Guide were used to open discussions about improvement. Progress towards targets are included in Student Achievement section.

Implications for next year: Whilst pleasing progress has been made, we are still only part way through our improvement plan and some targets have not been met. Continuing as described in our SIP with goals clearly in mind is needed.

**Attendance & Behaviour Learning:** Improve student attendance in line with state goals of 93% attendance by the end of 2014.

92.1% attendance achieved, marginally short of the target set. Details of results in Student Data: Attendance section.

Implications for next year: Continue follow-up and support for families. Seek support of Attendance Officer if necessary.

Anti-Bullying surveys were conducted in Term 1 (with 9 responses returned) and Term 4 (with 3 responses returned). The low return, particularly in Term Four, may indicate that this is not an issue for many students/families. Consequently, it is difficult to draw reasonable conclusions about this set of data. The predominant pattern of Bullying was that Verbal (eg-name calling) and Emotional (stopping from joining in) was happening in the playground/yard. It was interesting to note that there was a huge reduction in “stopping someone from joining in” with 7/9 in Term 1 to 0/3 in Term 4 and “name calling” from 6/9 in Term 1 to 1/3 in Term 4. The school has introduced weekly circle time assembly with our CPSW to focus on inclusion and school values. We believe that this has helped to improve the connectedness between students at school.

**Curriculum & Pedagogies for Engagement:** Build teacher capacity through a range of Training and Development opportunities appropriate to their needs and the needs of the school.

Two Pupil-free days were held to focus on the implementation of Australian Curriculum, including: Reporting in line with Australian Curriculum and Curriculum Mapping. The review of reporting and assessment provided opportunity for staff to deepen understanding of the demands and requirements for each year level and subject. The Curriculum mapping allowed staff to investigate curriculum delivery to meet individual needs (differentiation) in multi-level classes. The purpose is to ensure all curriculum outcomes are addressed in a strategic manner so that “gaps” in learning can be minimized.
Curriculum maps / agreements for science, history and geography have now been completed. Other staff professional development in Literacy as mentioned above was also held. Maths assessment has commenced and will continue in 2013.

Implications for next year include: ongoing work with Australian Curriculum, aligning our practices with TfEL, opportunity for staff to visit other sites to watch others work / network to develop broader range of pedagogies.

**Student Achievement**

Staff and students have focused learning improvement in literacy as the core goal, with sound improvement noticed in our school data. The Individual Support program “Multi-Lit” has provided some needed intervention for many students. Thanks for supporting this to Deborah Meyers who volunteers at the school. This will continue next year, along with increased publication of year level goals/benchmarks as well as individual learning goals for students.

Due to the small size of some year levels, it is not appropriate to comment on some aspects of our data in order to maintain confidentiality and anonymity.

**Site Improvement Plan targets and comments:**

**Running Records (Reading Level) Targets:** Yr 1: 17-20, Yr 2: 21-24 By the end of 2012 almost all students achieved or surpassed target. Intervention in place for students identified. School results are comparable with state data.

**Term 3 Year 1:**

```
<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Yr 1</th>
<th>Yr 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>17-20</td>
<td>21-24</td>
</tr>
</tbody>
</table>
```

**PAT-R (Reading Comprehension) target for Yr 2-7:** Minimum Stanine 5 73% of students at or above stanine 5. Intervention in place for students identified.

**Waddington Reading Target:** At or above chronological age. Students who have not achieved the target – aim to show growth of at least 6 months in Waddington Reading Test over a year. 76% achieved at or above their chronological age. Intervention in place for students identified.

**Jolly Phonics (JP) Targets:** 90% of students can read & identify all 42 sounds by the end of Reception. End of Yr 1: 200 sight words known. End of Yr 2: identify & utilise appropriate graphemes for common words. Mostly achieved. Ongoing work and communication of these targets with students and parents in 2013.

**Writing Audit** Yr 2-7 in Term 1 (Week 2) and Term 3 (Week 2). Target: using NAPLAN marking criteria- growth shown in at least 5 out of the 10 criteria. 60 % achieved growth in 5 of the 10 criteria. Others showed improvement in up to 4 criteria.
Waddington Spelling Test (R-3) Target: At or above chronological age 94% of students achieved.

Westwood (SA Spelling Test) Yr 4-7 Target: At or above chronological age. 66% of students achieved target. Intervention in place for students identified. Students who have not achieved the target – aim to show growth of at least 6 months in Waddington or SAST Test over a year. 50 % of students who did not achieve target showed growth of at least 6 months. Intervention in place for students identified.

Minimum Lexile (Reading) levels: Yr 3: 300, Yr 4: 400, Yr 5: 500, Yr 6: 600, Yr 7: 700 94% of students achieved or surpassed the targets. Praiseworthy results in Literacy include: 12 students (58%) reading a lexile level 200 more than the target for their year level.

Students with patterns of poor attendance (below 90%) achieved the least.

NAPLAN

NAPLAN Targets: Yr 3, 5, 7: At or above Australian School Average (Index Mean) & National Minimum Standard (NMS) in Reading. Yr 3, 5, 7: At or above Australian School Average & National Minimum Standard in Writing and Language Conventions

NAPLAN- all students achieved above target (National Minimum Standard in Reading, Writing, Grammar & Punctuation & 90% achieved in Numeracy & Spelling)

Mean Scores:

Year 3 mean scores have improved on the previous two years and out-perform both Region and Index mean scores in all areas of NAPLAN.

Figure 4: Year 3 Mean Scores

- Mean Scores
- 2010
- 2011
- 2012
- Numeracy
- Reading
- Writing
- Spelling
- Grammar

Figure 5: NAPLAN Mean Scores 2012 Year 3

- Site
- National
- Region
- Index

Score

Grammar
Reading
Spelling
Writing
Numeracy
Year 5 mean scores have improved on the previous year and out-perform both Region and Index mean scores in Grammar, Reading and Writing; they are comparable in Spelling, but underperforming in Numeracy.

Figure 5: Year 5 Mean Scores

[Bar chart showing mean scores for Numeracy, Reading, Writing, Spelling, and Grammar for the years 2010, 2011, and 2012, with a comparison to Region and Index scores.]

NAPLAN Mean Scores 2012 Year 5

[Bar chart showing mean scores for Grammar, Reading, Spelling, Writing, and Numeracy, with a comparison to Site, National, Region, and Index scores.]
Year 7 mean scores are lower than previous years and underperform both Region and Index mean scores in Grammar, Reading, Writing and Numeracy; they are comparable in Spelling.

Figure 6: Year 7 Mean Scores
There was a direct correlation between students with the greatest proportion of absences throughout the year and the least growth in achievement. Such observations were recorded in students’ reports at the end of each semester by the classroom teachers. Regular phone calls and follow up with students and families if absent. At the end of each term an attendance record is sent home to all families.
### Destination

#### Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2011</th>
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<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>6.5%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>6.4%</td>
</tr>
<tr>
<td>Other</td>
<td>0.9%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>4.8%</td>
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<tr>
<td>Tertiary/TAFE/Training</td>
<td>7.7%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>2</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>9</td>
</tr>
<tr>
<td>Unknown</td>
<td>13.2%</td>
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### Client Opinion

The scores for the site parent and student opinion surveys were in the mid range when compared to regional and state data. Parent opinion survey scores are a fraction lower than in previous years, while the student scores remain the same or a fraction higher in a couple of instances.

#### DECD Parent, Student and Staff Opinion Survey - 2012

0385 Robertstown Primary School

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)

**Parent Opinion**

**Quality of Teaching and Learning:**
The school has greatly improved in all areas this year. Staff are more professional in their approach to teaching. The school has made positive changes that have made a huge impact on our child’s
education and self esteem. It is very pleasing to see that staff are making changes to programs to suit individual needs.

At times it is evident that our students are disadvantaged having two classes in the school as the children in each class are in the same learning environment as their peers who may be a few years older or younger than them and the expectations should be quite different. They are missing out on exclusive teaching for their age. There seems to be more emphasis on teacher training this year which is positive.

**Relationships and Communication:**
This year bullying issues have been addressed appropriately and consistently by leadership which is a big improvement on previous years and we believe has improved the morale between students. It would be great if the school invited parents to attend assemblies now and then to see their children receive awards and keep up with what is happening in the school and classrooms.

**Leadership and Decision Making:**
Great leadership this year with our new Principal, she is very motivated to make improvements in all areas of our school. Parents are involved in decision making through Governing Council.

Great leadership this year. Our Principal is polite, friendly, caring, supportive, happy, organized, welcoming, all wonderful qualities for our children to be exposed to. Many positive changes have occurred this year. Plans are made and acted upon.

**Student Comments:**
I think we should learn more
I need harder work.
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>4</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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</tr>
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Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
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<tr>
<td></td>
<td></td>
<td>Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>2.8</td>
<td>1.47</td>
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<tr>
<td>Persons</td>
<td>3</td>
<td>2</td>
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Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$445 750.15</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$4075.82</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$10 219.05</td>
</tr>
<tr>
<td>4 Other</td>
<td>$15 338.91</td>
</tr>
</tbody>
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Photo Gallery of Highlights

Trigger the Trick Horse visited
Sports Day

Kitchen Upgrade
Hockey Clinic

New paving

Street Stall
New swings

Adelaide Camp