

# ROBERTSTOWN PRIMARY SCHOOL



**Respect Pride Success**  
**Preschool to Year 7**

**Robertstown Primary School**

2022 annual report to the community

Robertstown Primary School Number: 385

Partnership: Goyder & Light

Signature

School principal:

Mrs Sue Stacey

Governing council chair:

Lisa Menzel

Date of endorsement:

27 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Robertstown Primary School is situated approximately 150km north of Adelaide. The main industries locally are grain and stock farming. The schools motto is Respect, Pride and Success with our values being honesty, caring, respect, responsibility and getting along. This year the school finished the year with 9 students enrolled in R-6, with all the students working within the one classroom and having SSO and Principal support for individual students and groups. The school curriculum covers the learning areas of Mathematics, English, Science, HASS, Language(Italian), Health and PE, the Arts and Technologies. Literacy and Numeracy support is provided through the Principal working with small groups of children. Work in our Stephanie Alexander Kitchen Garden program continued. The school is actively involved in a number of extra curricular programs and offers a long-standing Electives program where staff and community members run various activities for the students e.g. cooking, bushwalking. Each year the school holds an Annual Concert Night where school and community awards are presented, the schools achievements for the year are acknowledged. This year the whole school performed recorder, several dances and a play. Dance was taught using the company Footsteps and a parent.

There is a high level of community interest in the school. School events are advertised in the local newspaper and reported on at the Robertstown Community Management Meetings which are held each month. The school has an active and supportive Governing Council and Parent Club.

Students are elected to be on the SRC, with 3 students representing the voice of the students and organizing fundraising events for the chosen charity which was Ronald McDonald House. They were presented their certificates by a former student who went on to become an AFL player and owner of his own business.

Staff training and development was centered around Writing. Staff participated in training in the Writing Revolution. Some highlights for this year include:

Stephanie Alexander Kitchen Gardens, Swimming lessons, Pancake Tuesday, World of Maths, Burra Excursion, Clean up Australia, Annual camp to Adelaide, Harmony Day, Sports Day, end of year concert, swimming carnival, Electives and Book week.

Our SRC organized successful fundraising activities of a bike-a-thon, colour fun run, games day and a teddy bears picnic. They raised over \$300 with funds going to Ronald McDonald House.

## Governing council report

In 2022 the Governing Council consisted of four members. The council met twice a term to discuss routine business, including the ratifying of Annual Reports and the schools budget and an amendment to the members in the constitution. Governing Council approved the subsidy to support the whole school camp to Adelaide. At the end of 2022, Governing Council moved that for 2023 we change our language to Auslan and that a formal music program operates where all the students learn piano.

Finally, I would like to thank all our school governing council members for their input throughout the year, as well as the staff for their ongoing commitment and hard work. I would describe 2022 as another successful year at Robertstown Primary School.

Lisa Menzel  
Chairperson

# Quality improvement planning

The Robertstown Primary School Site Improvement Plan for 2022 had the key priorities of Literacy - writing.

Writing Goal: To increase the number of students achieving SEA and in the higher bands in writing. In writing our challenge of practise is: if we embed a teaching and learning cycle that explicitly teaches narrative, persuasive, informative text with a focus on cohesion, paragraphing and sentence structure then we will increase the number of students achieving SEA and in the higher bands in writing.

100% of the students are to be at or exceeding the DECD SEA levels in NAPLAN (except Students with Disabilities - they have own target)

RPS also has reading targets in reading fluency and comprehension.

Our whole school approach delivers improved skill development and achievement in reading and writing with staff working collaboratively in implementing the agreed data collection schedule and implementing teaching practices that stretch, engage and challenge students.

Our targets were measured through Running Records, Lexile levels, Waddington and Westwood diagnostic spelling tests,

PAT-R Comprehension test, PAT Maths test, Jolly Phonics and Multi-Lit word/sound recognition and the Phonics Screening Test (when we have Year 1 students). A schedule of timely data collection enables an ongoing cycle of assessment and teaching.

Curriculum and Pedagogies for Engagement - staff participated in Training and development in the area of Writing using the Writing Revolution. Staff have embedded the setting of individual goals and learning plans for all students.

This year, staff have involved in moderating student writing samples using NAPLAN marking criteria as well as identifying Tier 2 & 3 vocabulary.

Numeracy:

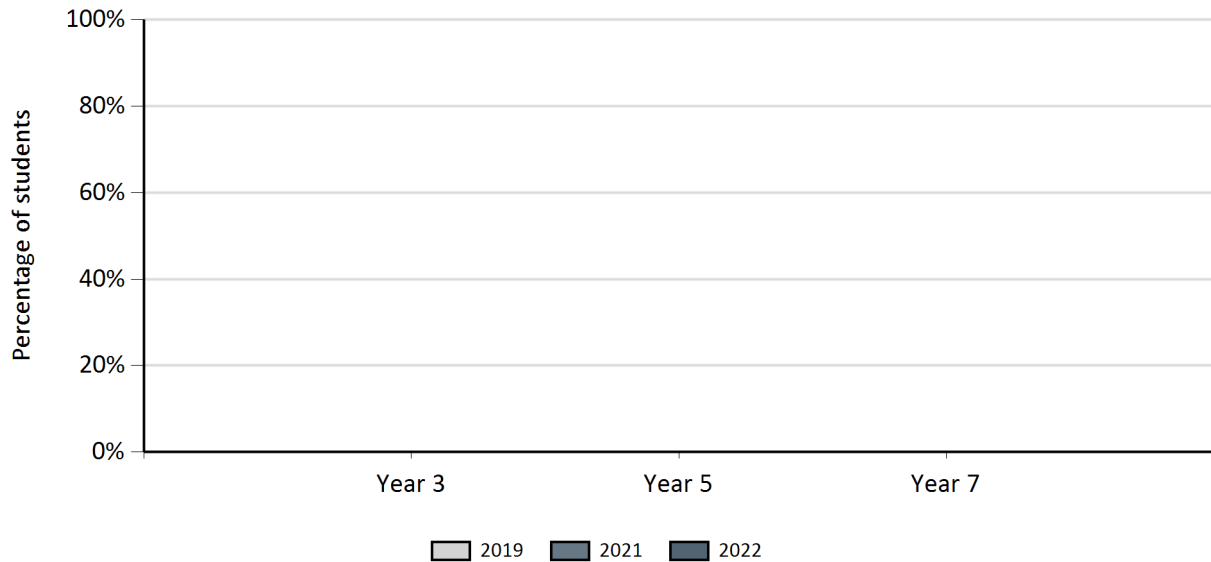
Staff have also been testing the students in the Big Ideas in Number in Trust the count, Place value, multiplicative thinking and partitioning.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

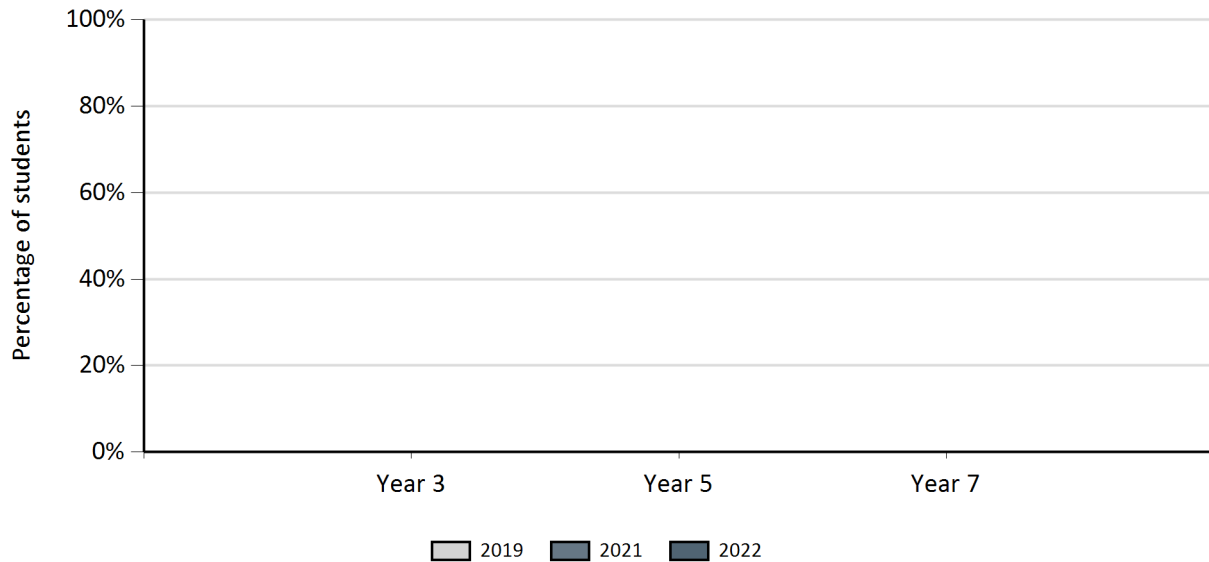


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

NA

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

NA

## School performance comment

Due to low numbers, we are unable to share each year level achievement

Data was collected in:

NAPLAN (Yrs 3 & 5) - High Bands achievement in Reading and Numeracy across Yr 3 and Yr 5 students

Running Records levels (minimum level) - Rec: Level 5 , Year 1: Level 13 , Year 2: 21

PAT-R - 100% of the Yr 3-6 students were at or above the SEA.

Westwood (Yr 3-6) Spelling - 87% of the Year 3 -Year 6 students were at or above age.

Lexiles - (minimum end of yr levels) Yr3:300 Yr4:400 Yr5:500 Yr6:600 Yr7:700 100% of the children achieved the minimum requirement. Most students were 200 above their level.

PAT-M all the students had growth, with 100% of the students achieving at or above the SEA.

Writing samples are moderated each term across all year levels. Growth was measured using the NAPLAN marking criteria, with all students making progress.

Phonics screening used across the school where necessary, across all year levels. No Yr 1 students to screen.

Staff and students have focused on learning improvements in both Literacy and Numeracy. SSO support is for targeted intervention in reading, spelling, writing and number skills, including the Heggerty program. A literacy and numeracy block occurs each day with explicit teaching in reading, writing, phonics and natural maths strategies

## Attendance

Year level	2019	2020	2021	2022
Reception	93.0%	88.1%	N/A	92.3%
Year 1	89.3%	87.0%	N/A	N/A
Year 2	95.8%	86.5%	84.2%	40.0%
Year 3	85.2%	90.5%	88.9%	89.8%
Year 4	87.4%	N/A	90.3%	83.8%
Year 5	95.0%	89.3%	N/A	82.2%
Year 6	89.6%	93.0%	92.3%	87.1%
Year 7	N/A	92.3%	92.0%	N/A
Total	91.7%	89.4%	90.4%	85.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Our small numbers means that a few absences of just one or two students can make a big difference to our data. Absences are majority illness (colds, covid). Families are discouraged from keeping children home for no reason or to take shopping. Families can be relied upon to inform the school when and why their child is absent. Regular phone calls/messaging are made as a follow up to students who are absent for more than 2 days if we have had not heard from the family.

## Behaviour support comment

Fortunately, Robertstown PS has very few behaviour incidents. Most are low level and isolated incidents. Parents are contacted regularly to ensure any concerns are communicated and plans for support can be enacted. No behaviour incidents were recorded on EDSAS

## Parent opinion survey summary

The parent opinion survey was an online one that the DfE sent a link to all families with 2 families completing it. Families agreed with all the elements asked. Conversations with parents however show that they are happy with the increased information coming home regarding events at school and seeing photos of the students at school and excursions on Messenger. Parent teacher interviews were held twice, with the school trialing the system of booking parents in for their interviews and then informing them of the day and time. students are encouraged to be part of these interviews - to share their goals, learning achievement and areas that they are still developing in. This was a successful system. Being a small school there is a positive relationship with all parents. Parents come in regularly to chat if they have any concerns or issues that they wish to raise.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All staff at Robertstown have current clearances. Copies of clearances are kept on file and a system of documentation is in place. This process is maintained by the Admin SSO.

## Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	2
Post Graduate Qualifications	

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	1.8	0.0	2.1
Persons	0	2	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$477,305
Grants: Commonwealth	\$0
Parent Contributions	\$2,894
Fund Raising	\$4,169
Other	\$537

Data Source: Education Department School Administration System (EDSAS).



## 2022 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	SSO employed to do Intervention and targeted support for students in their learning goals and Individual Learning Plans and One Plans. The SSO also implemented the Heggarty Program for phonological development.	There has been growth in reading levels across the year in all year levels. Students achieved C,B and A for literacy and numeracy.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	SSO support in working with children as per their One Plan/NEP in Literacy and Numeracy.	Students made growth with their individual goals
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>SSO works with individual students for intervention in heggerty, reading, writing and numeracy 1:1 plus in class support.</p> <p>Decodable readers purchased</p> <p>Maths resources aligned with Big Ideas in Number - staff training in Place Value and intervention for all</p>	Intervention continues for all learners. Students had growth in Running Records, Lexile levels, PAT testing, Waddingtons spelling.
Program funding for all students	Australian Curriculum	New resources purchased - readers, guided reading texts, teacher resources. Teacher PD in Writing Revolution (sentence structure).	88% of students achieving C and above in their reports in Literacy and Maths
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	SSO supporting individual students. PD in The Writing Revolution and Big Ideas in Number. Development of One Plans/NEP for relevant students.	Children achieving goals in One Plan/NEP and against the Australian Curriculum. NAPLAN data 100% achieved SEA in writing.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

