

Raglan Public School

Annual Report



2927

Introduction

The Annual Report for **2016** is provided to the community of **Raglan Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Meryl Tremain

Principal

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Message from the Principal

Congratulations everyone. Our 2016 school year has been another outstanding year, rich in learning in so many areas.

Writing and the new Australian Curriculum and its implementation continues to be a focus for our school. Through our work with staff from Bathurst schools, we have developed our knowledge and skills of curriculum.

We continue to foster a supportive and inclusive school community. We launched our Facebook page this year to enhance communication in a timely and efficient manner. We have held a number of community events such as NAIDOC day, Book Week, Book Fair and Education day.

Our Creative Arts program continues to grow and expand. The recorder group and senior choir performed at school events and the Opera House.

Our Physical Education and sporting programs have provided our students with a wide range of opportunities to compete on an individual and/or team level. We have been represented by a large number of talented athletes at district, regional and state levels.

We have continued to upgrade our technology. With the support of our amazing P&C, 6 new Smartboards have been installed.

The iLearn and Kindergarten Transition programs continued to provide opportunities for our children to transition more confidently into Kindergarten and High School.

Our leadership team has been offered opportunities for them to grow as future leaders through our SRC, representation at school and wider community levels and stepping up into leadership roles.

Raglan is a great school, one that I am most proud of. As a school community, we continue to explore ways to provide opportunities for our young people to ensure we bring out the best in them, to cater for their different abilities and strengths and equip them with the academic and social skills they need to be good citizens. I am grateful to our staff, parents, students and members of the wider community for their contributions to our students.

Message from the school community

Our P&C has had a fantastic year!

We operated the school canteen on Monday's and Friday's every week. Our Fete this year had a St Patricks theme and was well attended after a rain soaked day. A great time was had by all. This year we held a cake stall at the election which was a great success. The Mother's Day and Father's Day stalls always prove to be a hit with the children.

Through the hard work of the P&C, along with the support of the families who contribute to our fundraising efforts, we purchased:

- 4 Smartboards
- Books and craft supplies for the library
- Educational games for Stage 2
- Dictionaries for Stage 3
- Readers for the Minilit program
- School hats for the Kindergarten children
- Books for the Raglan Readers

We have had another successful year, and I'd like to thank all parents, care givers, staff, students and the Raglan community for their help and support. I thank the talented staff of Raglan Public School who bring with them a wealth of experience, passion and enthusiasm and the P&C committee for their time, effort and enthusiasm. The school is blessed to have such a great committee who are all working together for the betterment of our children's education and school experience.

Mrs Amy Dalton, P&C President 2016

Message from the students

Being School Captain has changed my life in so many ways. I have dreamt of being School Captain since Kindergarten and I have always looked up to other Captains. It has been such an honour to represent our school with Mrs Tremain and other leaders and it has boosted my confidence and social skills. It has been a privilege being the captain of our amazing school this year, and if I could, I would do this every year. I wouldn't have enjoyed this year nearly as much if it wasn't for my fellow school leaders, so thank you Jacob, Charlie-Mai, Loukia, Tiaan and Jhye. I wish the 2017 Captains the best of luck! **Emily Browne**

Being School Captain has been a highlight of my life! Standing next to Mrs Tremain every morning has been awesome. Being up in front of the school and speaking has made me a lot more confident in giving speeches and talking to different people. At my other school, I wouldn't even thought of being Captain and I appreciate the opportunity to be able to hold this position. On presentation Day, I couldn't stop smiling when they awarded me my badge. To me, I felt like a true leader. I will never forget this memorable time of my life. Good luck to the 2017 school leaders. **Jacob Cutler**

School background

School vision statement

Raglan Public School is committed to providing a high quality personalised education which promotes student excellence. Through the partnership of students, staff and the wider community, a climate of high expectations and equity will exist.

School context

Raglan Public School was established on the current site in 1988. It is located on the eastern edge of Bathurst, drawing students from Raglan and surrounding areas.

The school maintains a focus on quality teaching, providing a broad range of educational experiences for all students in a happy, secure and respectful learning environment. With flexible learning groups students experience a range of specialised learning programs, performing arts and sport.

Our students come from a diverse range of backgrounds and demonstrate a wide range of abilities. Our school offers support in a number of ways for groups of students to cater for their diverse learning needs such as Reading Recovery, Minilit and Spelling Mastery.

In the Reading and Writing aspects of NAPLAN, average school growth has consistently been above state average growth. In the Numeracy and Spelling aspects of NAPLAN, average school growth has not been consistently at or above state average growth.

The school is committed to our alliance with other primary schools in the district, providing collaboration and professional learning for staff and the opportunity for students to develop relationships within the district prior to entering High School.

Our experienced staff has a strong understanding of the many generational links which exist within the school and the importance of its role in the community.

Our hard working and committed P&C provides support for resources to enhance student learning. The school has partnerships with families who share ownership and responsibility for the education of their children.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school has demonstrated growth in the areas of Learning Culture, Student Performance Measures, Assessment and Reporting, Learning and Development and Effective Classroom Practice.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality education for all students

Purpose

To provide evidence based equitable learning environments so all students access challenging and stimulating educational experiences to reach their potential.

Overall summary of progress

All teachers Kindergarten to Year 6 engaged in Instructional Rounds. Pre and post writing assessment data was collected and analysed. Learning was tracked and monitored using the Continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching and learning programs demonstrate evidence of assessment data, class groupings, learning and support plans	Using data from NAPLAN and the Literacy and Numeracy Continuums writing was identified as the area for improvement with a focus on punctuation and grammar. Through Instructional Rounds, staff deepened their knowledge of punctuation marks, their purpose and application according to the Literacy Continuum and English Syllabus. Through the development of tools such as the Punctuation Passport, staff were able to standardise and consolidate their knowledge. As a result, grammatical inclusions became more habitual as demonstrated in pre and post writing assessment tasks. Spread sheets for the collection of pre and post data were developed K–6 providing staff with access to whole school assessment data. Assessment of writing and collation of data schedules were developed and implemented.	The school employed an external consultant to work with Executive and stage teams. Additional support was provided to students within classrooms by a School Learning Support Officer. <ul style="list-style-type: none">• Socio-economic background (\$17487.14)• Literacy and Numeracy (\$23014.21)
80% of students are achieving at or above year appropriate cluster levels in writing on the Literacy Continuum	Consistency of Teacher Judgement was developed through analysis of pre and post writing samples in stage and across stage teams. All students data was plotted in Semesters 1 and 2 on the Literacy and Numeracy Continuums. Executive led teams in the identification of a whole school focus area through analysis of NAPLAN and Continuum data. Spread sheets were developed for the area of writing as a focus area with teachers accessing this to record data and track student progress.	The school employed an external consultant to work with Executive and stage teams. Additional support was provided to students within classrooms by a School Learning Support Officer. <ul style="list-style-type: none">• Socio-economic background (\$17487.14)• Literacy and Numeracy (\$23014.21)

Next Steps

Continued focus on writing and developing greater consistency of teacher judgement of assessment and plotting students achievements on the Literacy and Numeracy Continuums. Further work on developing teacher capacity to identify and monitor gaps in student learning, in particular those not reaching Year appropriate outcomes as identified on the Continuums and NAPLAN. A continued focus is required on development of teaching and learning programs which include assessment data and strategies to move all students towards achievement of year level outcomes.

Strategic Direction 2

Systematic curriculum delivery

Purpose

To develop reflective and evaluative teaching practices to build the capacity of all students so that they develop knowledge, solve problems, think deeply and critically, are creative and innovative.

Overall summary of progress

A History Scope and Sequence has been developed and implemented. Consistency of teacher judgement has been further developed through the collection and analysis of student work samples.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Teaching and Learning programs have learning technologies, problem solving, critical and creative thinking embedded in them to maximise 21st Century Learning	<p>A plan was developed for the replacement of Interactive Whiteboards. Two were purchased from school funds and four from P&C. An additional 30 ipads were purchased by P&C. There are currently 55 ipads which students are accessing in the classroom. The computer coordinator continued to support staff throughout 2016 in the use of technology. Staff are using ipads in their classrooms to support reading groups. The Librarian integrates technology into her teaching time, particularly the development of student skills and knowledge. Students also access computers during the lunchtime programs in the Library. The Librarian also developed and manages the Alliance website which contains a wide range of resources and has developed another webpage for our parents and students.</p> <p>Through the Bathurst Alliance of schools, all teaching staff were introduced to the Australian History Syllabus and provided with planning templates for use in their Teaching and Learning programs. A Raglan Public School draft Scope and Sequence was developed then trialled with K-6. Changes were made where needed with a final document published and used by teachers K-6</p>	P&C donations and funds from the schools global allocation were used to purchase hardware and release the computer coordinator – \$54,437.41
100% of students are plotted each term on the Literacy and Numeracy Continuums using PLAN	All students Kindergarten to Year 6 are plotted on the Literacy and Numeracy Continuums.	
80% of students show expected or above expected growth in comprehension on the Literacy Continuum	All students achieving below their expected Year level in the areas of Writing and Reading have been identified as a target group for 2017.	

Next Steps

A continued focus on building consistency of teacher judgement particularly in assessment of learning to inform teaching and learning programs, the use of ICT to support student learning, strategies to plan for differentiation of learning and teacher capacity to develop students' ability to problem solve and think creatively and critically.

Strategic Direction 3

Family and community partnerships

Purpose

To improve shared ownership and decision making for our school and community members so that quality learning and school improvement occurs.

To enhance and improve student learning and well-being through collaborative practices so students have the essential knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.

Overall summary of progress

Workshops were presented to parents of children entering Kindergarten in 2017 in the areas of English and Mathematics. There was an increase in parents being consulted for learning adjustments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff and parents collaboratively engage in personalised and flexible modes of learning	The school has developed stronger practices and processes for the development of learning adjustments in consultation with parents. Teachers and parents have met throughout the year to develop learning adjustments for children. Personalised Learning Plans have been developed for our Aboriginal children. As a result, parents are more aware of their child's learning needs and how they can School Learning and Support Officers and the Learning and Support Teacher.	Socio-economic background \$3,657.65
Parents provide constructive feedback on school practices and procedures	The consultation process for the review of the school uniform was put in place. Feedback was sourced from families, staff and students (Stage 3 and Student Representative Council). By the end of Term 4, the process of consultation was completed with the reviewed uniform presented and ordered. To assist with families with the cost, P&C purchased 297 new polo shirts for all students including the 2017 Kindergarten intake. Our Facebook page was developed and launched with its primary purpose being to showcase to the school and wider community achievements of our students and school. It has proven to be an effective tool to engage parents and the wider community.	P&C funded the purchase of new polo shirts. The school employed a consultant to provide training for 4 staff members, Facebook setup and its launch. The consultant also provided ongoing support to the team throughout 2016 as well as presenting to parents and members of staff to develop their knowledge and understanding. \$15,464.51

Next Steps

There is a need to evaluate aspects of the Christmas Celebration evening following parent and staff feedback and to review the current process of parent consultation meetings in 2017. There is a need to continue to grow our Facebook page, consolidate current practices of parent consultation and develop parent workshops in English and Mathematics.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan developed in consultation with parents. The school Library has purchased additional student and teacher resources. Aboriginal Education is evident in all Key Learning Areas of teaching programs. The school held a successful NAIDOC Day with members of the community holding workshops and working with students K–6. On the day, the Kelso Public School Dance Group performed and joined us for lunch and afternoon activities. Aboriginal students attended the NAIDOC Day opening at the BMEC. Parents accessed financial support for learn to swim classes and excursions.	Aboriginal background loading \$2,021.68
English language proficiency		
Low level adjustment for disability	Two members of staff attended a Mindfulness Conference and then trialed its implementation in the classroom. Following evaluation, a plan and budget was developed for providing professional learning to all staff and it's implementation in 2017. School Learning Support Officers and the Learning and Support Teacher provided additional support to identified students.	Learning and Support Teacher staffing allocation and School Learning Support Officers Low level adjustment for disability \$77,466.71
Quality Teaching, Successful Students (QTSS)	All staff K–6 took part in Instructional Rounds, developing and implementing a range of tools such as the Punctuation Passport for student use in the classroom. Our program overview was reviewed and used by Executive each term with feedback provided to their team. Whole school and stage team PDP goals were developed, classroom observations were negotiated with staff and half yearly and annual review meetings held.	Quality Teaching, Successful Students (QTSS) Staffing allocation of 0.198 used each week to provide an additional hour per week for Executive release
Socio–economic background	With assistance from the General Assistant, a garden has been established with a watering system at the back of the library. Most classes chose a garden bed, purchased plants, planted them and took responsibility for its maintenance. Each class has their own composting bin which is collected and composted. All classes participated in daily fitness and the school continues to offer students the opportunity to participate in individual, team and combined PSSA sporting events.	Socio–economic background \$17,487.14
Support for beginning teachers	Professional learning opportunities were provided for casual graduate teachers.	Beginning Teachers funding \$3,065.99



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	115	120	118	136
Girls	103	111	124	131

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	96.1	95.6	96.5
1	95	95.5	95.5	96.1
2	95.6	95.9	96.1	95.2
3	95.5	96.2	96.3	95.6
4	94.8	96.2	96.8	95
5	94.5	96.4	95.5	95.1
6	95.1	95.3	96	94.9
All Years	95	95.9	96	95.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Children who attend school regularly are usually better able to cope with their schoolwork than children who are frequently absent. Regular attendance also makes it easier for children to develop friendships and self-confidence.

Our school has developed and implemented strategies for recording and monitoring student attendance. We also have access to additional support from a regional Home School Liaison Officer who assists with roll marking and improving awareness of students and the school community. Student attendance is closely monitored by the Executive and Learning and Support Team. A member of the Executive monitors the rolls each week and follows up with class teachers if needed. Raglan Public School attendance rates continue to be at or above state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.96
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration & Support Staff	2.57
Other Positions	0.09

*Full Time Equivalent

At Raglan Public School, one member of staff is Indigenous.

There are currently 2 Assistant Principals. School enrolment numbers have increased and a third Assistant Principal will be appointed in 2017.

There is a School Administration Manager, a School Administration Officer, a General Assistant and 1 permanent School Learning Support Officer. The school also employed a second School Learning Support Officer.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All teachers participated in professional learning in staff meetings and School Development Days in:

- Data analysis – PLAN, NAPLAN
- Identifying students not achieving proficiency in writing and comprehensions (from Gap to Got It)
- Learning Gap analysis
- Target setting in writing and comprehension
- Consistency of Teacher Judgement – assessment of student writing
- Development of PDPs – whole school and personal goals
- Evaluation and monitoring of school milestones
- Science Syllabus

All teachers and SASS staff participated in professional learning in staff / stage meetings and School

Development Days in:

- Child Protection
- Code of Conduct
- Social Media
- Secondary Employment
- Non Violent Crisis Intervention
- CPR
- Anaphylaxis face to face training
- Managing Complaints
- Instructional Rounds

Teacher Professional Learning:

- Non Violent Crisis Intervention
- LaST Network days
- Reading Recovery
- Facebook
- PLAN
- Alliance SDD – Introduction to K–6 Geography Syllabus
- Staffing Agreement
- Oliver training (Librarian and School Administration Officer)
- Road Safety
- Choral workshop
- e-learning – anaphylaxis, WH&S Induction, Fraud and Corruption, Administration of Prescribed Medication at School

Cost: \$15,189.38

Beginning Teachers:

2 temporary beginning teachers were engaged in 2016 and engaged in the process of gaining accreditation. One member of staff who was in a temporary position was employed as a permanent member of staff and gained accreditation at proficient.

- 2 teachers attended the Beginning Teachers Conference at Dubbo
- Lessons 1 to 8 Disability Standards for Education e-learning
- Mentoring at zero cost to the school by a member of the Executive

Cost: \$3,065.99

In addition to Professional Learning funds, RAM and Literacy and Numeracy funding was used for Instructional Rounds which all teachers Kindergarten to Year 6 participated in.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	260 890.90
Global funds	189 629.11
Tied funds	193 910.75
School & community sources	104 335.44
Interest	5 542.51
Trust receipts	14 072.50
Canteen	0.00
Total income	768 381.21
Expenditure	
Teaching & learning	
Key learning areas	30 734.22
Excursions	52 871.10
Extracurricular dissections	43 186.09
Library	11 755.45
Training & development	4 760.93
Tied funds	167 979.48
Short term relief	70 967.51
Administration & office	38 305.73
School-operated canteen	0.00
Utilities	29 807.93
Maintenance	9 254.02
Trust accounts	12 469.12
Capital programs	41 896.54
Total expenditure	513 988.12
Balance carried forward	254 393.09

School performance

NAPLAN

In the National Assessment Program (NAPLAN), 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.

In 2016, the school continued a focus on the area of Writing Kindergarten to Year 6. Year 3 and 5 Writing data shows a decrease in the number of students in the bottom 2 bands with an increase in the number of students in the top 2 bands. Year 3 and Year 5 trend data shows the school sitting just below all students in the state. A second whole school focus was on Grammar & Punctuation. While our trend data shows we are below the state, data for both Years 3 and 5 show student growth. In particular Year 3 trend data shows significant student growth.

There has been an increase in the percentage of Year 3 students in the top 2 bands. Over the past three years, Year 5 students have attained average numeracy scores.

The *My School* website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert Raglan Public School in the *Find a School* box and select GO to access the school data.

The percentage of Year 3 students in the top 2 bands has increased for Writing, Grammar & Punctuation, and Numeracy.

The percentage of Year 5 students in the top 2 bands has increased for Reading and Writing. There was a slight decrease in the percentage of students in the top 2 bands. A larger percentage of students remain in the middle 2 bands.

Parent/caregiver, student, teacher satisfaction

In 2016, the school consulted with its community for the purpose of reviewing its current school uniform for both boys and girls. A committee was formed with members of the P&C and school staff. A number of parents and Stage 3 students completed the survey question face to face. A number of parents and members of staff opted to complete the survey and return it to school.

From the 118 surveys completed, the following data was collated: 6% no change, 7% wanted to keep the pinafore for special occasions, 16.9% no longer wanted the pinafore, 26% opted to change the shirt and yellow polo with 15% wanting an emblem on the shirt, 39% indicated they wanted shorts and track pants and 12% wanted a summer dress.

Following a final survey sent to parents with options provided, the community voted for a green and gold polo with the school emblem, black shorts and track pants for both boys and girls with an optional dress for girls which could be worn in winter and summer, black joggers and the tartan pinafore for eisteddfods. A new hat with the school emblem will be also phased in.

P&C funded a new school shirt to assist families in changing to the uniform changes.

Policy requirements

Aboriginal education

Raglan Public School has a small number of students who identify as Aboriginal. As in all New South Wales public schools programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school's culture. The Aboriginal flag is flown each day and there is a welcome to country at the school assembly.

Our main goal for 2016 was to promote Aboriginal Education Kindergarten to Year 6, develop PLPs for all Aboriginal students and for our students to be involved in programs which educated them about Aboriginal histories, cultures and perspectives.

A number of events were held throughout the year to promote Aboriginal culture. Our most successful was our Naidoc Day events. We were fortunate to have a number of Elders and community members attend, including Aunt Gloria, Uncle Ray, Uncle Bill, Joylene and Denise. We were also joined by the Waggannah Dance group who performed for us. A large number of parents and grandparents joined us and participated in lunch and the many activities that were held throughout the day which included a special assembly, basket weaving, bracelet making, creating message sticks, and story telling. Prior to Naidoc Day, each class created a piece of artwork on canvas which now is on display in the hall.

Groups of our students attended the Naidoc Day opening held at the BMEC and the Junior AECG Leadership Day which was held at Charles Sturt University.

PLPs were developed in consultation with parents and students for all our Aboriginal students.

Additional class and Library resources have been purchased for use in classrooms. These are used to support teachers in educating all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.



Multicultural and anti-racism education

Multicultural Education outcomes are included within each Key Learning Area where appropriate. Anti-racism education strategies are taught as a related part of the program. Cultural components are also addressed within the multicultural program and identified and celebrated during whole school activities.

Raglan Public School provides teaching and learning programs that enable students from all cultures and communities to identify themselves as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active Australian citizens.

Our school promotes positive community relations through effective communication with parents and community members from diverse cultural backgrounds and encourages their participation.

All staff of Raglan Public School contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.