

Raleigh Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Raleigh 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.

Mrs Katrina Meenahan

Principal

School contact details

Raleigh Public School

North St

Raleigh, 2454

www.raleigh-p.schools.nsw.edu.au

raleigh-p.School@det.nsw.edu.au

6655 4228

Message from the Principal

Raleigh Public School has continued to provide quality teaching and learning programs in an enriched learning environment across all Key Learning Areas (KLA's). High standards and expectations of student achievement is clear and supported by all staff and the wider school community. Throughout the year the school has provided many opportunities for the students to play a variety of sports, learn and perform music and create art works.

Numeracy and Literacy skills are embedded across all KLA's and allow students to develop into balanced members of our society. Teaching staff have attended Professional Learning meetings around the new Geography syllabus, ready for implementation in 2016.

We are a school which actively practises sustainability and healthy lifestyle choices. We have an established gardening club which looks after our kitchen garden and helps maintain the other aesthetic gardens around the school. We have continued to develop the Kids in the Kitchen program by increasing students' planning, budgeting and cooking skills. We have also continued our involvement with programs such as Crunch and Sip, the Federally funded Sporting Schools program, Live Life Well @ School and package-free lunchboxes. All of these programs have supported us maintaining a sustainable environment and living a healthier lifestyle.

A couple of the highlights of 2016 were the choir winning runners-up in the Small School's section of the Coffs Harbour Eisteddfod, our Small Schools Swimming Relay team winning Bronze at the NSW State Swimming Championships and one member of the relay team also competing at the State Cross Country and Athletics Carnivals.

The school benefits greatly from a very supportive school community who are active in teaching and learning programs, extra-curricular activities and sport. The Parents and Citizens Association (P&C) continued to support and fund the school's creative and practical arts programs. They subsidised visiting performances, workshops and musicians and assisted students to attend excursions. I would like to thank all members of the Raleigh Public School community for their contribution to making our school a friendly and caring educational environment, where students are respected and encouraged to achieve their potential.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Katrina Meenahan

Principal

School background

School vision statement

At Raleigh Public School we are deeply committed to providing and sustaining, quality education within a nurturing and safe environment. Our school inspires and promotes individuals to reach their potential in an inclusive and supportive environment, to create future global citizens.

School context

Raleigh Public School is a small TP1 school on the flood plain of the Bellinger River, on the Mid North Coast of New South Wales. It was established in 1874 and is one of the oldest schools in the area. We are active members of the Bellinger Valley Learning Community (BVLC) and Coffs Harbour – Bellinger Valley Small Schools Network (CHBVSS Network), which includes Orama, Repton, Crossmaglen, Bonville and Raleigh Public Schools.

The local school zone at Raleigh is small and our student body is made up of students from locations across the Bellinger Valley, including Raleigh, Urunga and Bellingen. We have a current enrolment of 23 students for 2016, with 9% of students being Aboriginal. Our School's 2015 Family and Occupation Index (FOEI) was measured at 99. In 2015, 17% of students were in Quartile 1 and 38% in Quartile 2.

Our school has a large natural play area, including a large flat sports field, many trees and is surrounded on three sides by farm land. We have a full sized undercover basketball court and large covered play equipment area. We also have a large orchard, kitchen garden and chicken pen. There are two permanent buildings, one used as a classroom and one as an office. One demountable building houses the second classroom and library.

The school is staffed on a TP1 entitlement, there are fluctuating enrolments and current staffing is a permanent TP2 teaching principal and permanent part-time teacher one day a week. The permanent part-time teacher is on extended leave. We are entitled to 0.496 School Administrative Manager and 0.2 General Assistant, which is currently staffed casually due to leave.

Decisions made around budgeting and resourcing have input from staff and are taken to P&C meetings for further input and suggestions.

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.

This year, staff members at Raleigh Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey to excellence. Time was dedicated to a series of weekly staff meetings to examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed and the progress we are making towards achieving the expectations.

In the domain of Learning, the school focus has been on learning culture, curriculum and learning and assessment and reporting. At Raleigh Public School we demonstrated a commitment within the school community to strengthen and deliver on school learning priorities. The priorities within our school plan were clearly shared amongst staff, students and the community via meetings, interviews and our school newsletter. Expectations of behaviour are explicitly taught to students and positive, respectful relationships continue to be developed amongst students and staff, promoting wellbeing and ensuring optimum conditions for student learning. Learning alliances have been established with schools within our Community of Schools (CoS) and other small schools in the area, to enhance curriculum delivery. A range of extra-curricular activities are provided, including Kids in the Kitchen, gardening club, recorder group, whole school and performance choirs and buddy reading across the school. Teaching staff differentiate the curriculum to meet the individual needs of students within the classroom, including across different grades and stages. Internal and external assessment data is used to monitor, track and report on student and school performance, including detailed student reports about individual student learning achievement and areas for growth. These reports provide the basis for discussion with parents, who are regularly updated on the progress of their children.

In the domain of Teaching, the school focus has been on data skills and use, collaborative practice, learning and development and professional standards. Within and across class groups, teachers regularly recorded, analysed and used student assessment data to understand the learning needs of their students. Planning Literacy and Numeracy (PLAN) software, regular reading benchmarking and numeracy assessments were used to inform future teaching within the classroom and school. All teaching staff participated in professional learning in the areas of Geography and Writing, to ensure understanding and effective implementation of the new syllabus and improved classroom teaching practices. Staff regularly evaluated teaching and learning programs including the assessment of student outcomes. New scope and sequences were written and implemented, to suit the unique needs of the multi-grade and multi-stage classrooms in Science and Technology, History and Geography. The school has clear processes in place for teachers' performance and development including individual Performance and Development Plans for teaching staff and the active sharing of learning from targeted professional development with others. There has been a particular focus on improving teaching methods in literacy in the area of writing, with staff working beyond their classrooms to contribute to broader school programs. Staff have also focused on increasing content knowledge and teaching practices in Geography.

In the domain of Leading, the school focus has been on leadership, school planning, implementation and reporting and school resources. Our school asked for and addressed feedback on school performance with pre and post Community Engagement surveys sent home in Term 1 and Term 4. 100% of families returned pre Community Engagement surveys and 94% completed post surveys. The students were also surveyed to gather their input and feedback. The parents and school community have had the opportunity to engage in a wide range of school-related activities, including helping with reading; Kids in the Kitchen lessons; transporting students to and from excursions and sporting events; participating in Parents and Citizens (P&C) meetings and activities; assisting and supporting fundraisers and attending events to celebrate the students' successes, including end of term assemblies and the Sunset Barbecue celebration. We promoted leadership skills in our students by forming a team of Year 5 Junior Student Leaders, as we had no Year 6 students and allowed all students, across the school, to take on leadership roles within and outside the classroom. The school timetable reflected full curriculum implementation and the school learning spaces, both in and outdoors, were used flexibly. We were able to meet a broad range of students learning interests with our differentiated grouping and extra-curricular activities. During lessons involving technology, 100% of our students had access to interactive whiteboards and individual computers.

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

Expert Teaching and Learning for All

Purpose

Raleigh School will build the capacity of teaching staff to create a school-wide, professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom. Staff have a school-wide, shared responsibility for students learning and success, including high expectations of student achievement and differentiating learning to meet the potential of all individuals. We believe a successful school leads the learning for all, including students, community and staff.

Overall summary of progress

All teaching staff completed Geography Syllabus K–10, Professional Learning and a new Geography scope and sequence was written and implemented in Semester 2.

Students were regularly assessed against the Literacy and Numeracy continuums and groups were established across the stages and grades to support students' learning. The strategies put in place have increased the percentage of students achieving at or beyond expected stage standards in Reading, Writing and Number strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school will have Scope and Sequences that are relevant to the school's size and classroom structures.	<ul style="list-style-type: none">• 100% of teaching staff engaged in professional learning to support the introduction and implementation of the Geography K–10 syllabus, including using the syllabus for effective planning.• 100% of staff collaborated to develop a Geography Scope and Sequence, planned lessons and implemented units in semester 2.	Staff used staff meetings and Staff Development time to complete the professional learning and new scope and sequences.
To increase the % of students achieving at or beyond expected stage standards in Reading, Writing and Number strategies.	<ul style="list-style-type: none">• 37% of students had Individual Learning Plans (ILP'S) written for additional needs in Literacy and/or Numeracy, with 83% showing improvement in Reading, 14% achieving stage outcomes in Writing and 16% achieving stage outcomes in Numeracy.• In Writing, 21% of all students achieved growth beyond one year.• Across the school, students achieving at or beyond expected stage standards increased by 5% in Numeracy and students achieving beyond expected standards in Reading and Writing, increased by 5%.	SLSO – 4hours/week x 37 weeks <ul style="list-style-type: none">• Aboriginal background loading \$5554, additional funds taken from Global funds

Next Steps

- Continued assessment and monitoring of student achievement in Writing, Reading and Number Strategies using the Literacy and Numeracy continuums and Planning Literacy and Numeracy (PLAN) software.
- In 2017, students will be grouped based on their needs as determined by assessments and PLAN data, rather than stage groupings. Some sensitivity will be used to group students needing significant additional support.
- Teaching staff will engage in professional learning which focuses on writing assessment.
- Focus for 2017 will be building staff capacity to develop a whole school Writing philosophy, targeting Vocabulary, Connectives, Openers and Punctuation (VCOP) to drive teaching and learning for all in literacy to increase the use of VCOP in all students' writing.

Strategic Direction 2

Sustainability

Purpose

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to ensuring all students play active roles in the programs and activities being offered. The 'Garden to Plate' and 'Reduce, Reuse, Recycle' programs and encouraging environmental awareness and healthy eating, are developing student's skills to become lifelong learners. Further development of the school website and exposure in the local media, will help to promote the school and its programs to the wider community. This will assist to build student numbers and ensure the longevity of Raleigh Public for the future.

Overall summary of progress

Whole school Kids in the Kitchen cooking lessons allowed 100% of the students to prepare and cook the meals each fortnight. There has been an increase in students trying and eating Kids in the Kitchen meals from 72% in 2014 to 88% in 2015 and 98% in 2016.

Our package-free lunch program and on-going education around 'Reduce, Recycle, Reuse' has seen packaged lunch rubbish decrease by a further 4% and we have increased the correct use of bins by 20%. An increase of families rating if their child actively participates in recycling at home went from 38% to 67% from the beginning to the end of 2016.

Raleigh Community Playgroup has continued to see positive attendance numbers weekly, with higher rates being seen during the Summer and Spring seasons. Our School Transition and Readiness Training (START) program commenced in Term 3 and we saw 88% of the attendees enrol and start in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the confidence, cooking skills and number of students participating during Kids in the Kitchen lessons.	<ul style="list-style-type: none">• Vegetables planted in the garden each term and utilised in the Kids in the Kitchen (KiK) program.• 100% of students cooking once a fortnight during KiK.• Increased the number of students eating KiK from 72% in 2014, 88% in 2015 and 98% in 2016.• 100% of students say they like KiK and 65% are helping with cooking at home.	Plants, fertiliser, mulch and chicken food purchased from the Kids in the Kitchen program budget, funded by students purchasing meals and the sale of eggs.
Reduced garbage waste and increased recycling and reusing of waste.	<ul style="list-style-type: none">• Pre and post Waste audits completed with 4% reduction in packaged lunch waste and a 20% increase in the correct bin being used.• 100% of students in 3–6 were recycling monitors and 100% of all students were chicken monitors during the year.	Nil financial resources used
Increased enrolments at Playgroup and School Transition and Readiness Training (START) program.	<ul style="list-style-type: none">• Raleigh Community Playgroup continued with an average of 7 to 8 children attending weekly.• Attendance at Playgroup was higher in Summer and Spring.• START flyers letterbox dropped in school zone and distributed to local preschools and notice boards.• Seven students attended the 'Come and Try' START program, six of these and an additional student continued START and enrolled in 2017.• Playgroup adults surveyed enjoyed the school environment, varied activities, relaxed atmosphere and great location.	Flyer delivery done after school by staff. \$2527 SLSO support for Playgroup – Community Consultation \$165 SLSO support for Playgroup – Global Admin

Next Steps

- Increased mentoring role for older students working with younger or new students, when participating in KiK lessons, to promote leadership, increase skills and confidence when planning, preparing and cooking.
- Continue pre and post waste audits to further increase awareness and promote support of 'Reduce, Recycle, Reuse'.
- Continue promoting Package-free lunch program, weekly draw for participants and introduce students taking package free lunch waste home.
- START program to be advertised and promoted as a 'Come and Try' in Mid-Term 3 and Transition program in Term 4, to increase future enrolments.



Strategic Direction 3

Global Setting– Local Response

Purpose

The school actively seeks ways to enhance student learning and wellbeing by building relationships with parents and families, other local schools and community organisations. Parents and families are recognised as valued members of the school community and partners in their children's education. Common goals are established and all parties play an active role in building a strong and committed school community, and individuals who are lifelong learners and successful global citizens.

Overall summary of progress

In 2016, 90% of students received a free logoed shirt with payment of their school fees and 100% of students had purchased at least one new shirt. There was an increase from 62% to 94% of parents believing that our new uniform reflects a positive school image and an increase from 68% to 86% of parents believing our new logo reflects a positive school identity within the wider community.

Targeted Literacy and Numeracy groups were established to support differentiation across the school. Student progress was monitored against the Literacy and Numeracy continuums and recorded in PLAN. 37% of students had ILP's written in Literacy and/or Numeracy, with 83% then showing improvement in Reading, 14% achieving stage outcomes in Writing and 16% achieving stage outcomes in Numeracy. Gifted and Talented (G&T) Program was established with Bellingen High School, after a successful grant application. All staff trained in G&T identification and introduced to the Gifted and Talented programs and strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased positive school image and community involvement as evidenced by pre and post survey data.	<ul style="list-style-type: none">• School song integrated into 100% of school events and showcased at local community events.• 90% of students received a free logoed shirt with payment of their 2016 school fees.• 100% of students have at least one new logoed shirt.• Pre and Post Surveys were conducted and the results showed that an increase from 62% to 94% of parents believed that our new uniform reflected a positive school image and an increase from 68% to 86% of parents believed our new logo reflects a positive school identity within the wider community.• Article and advertisement for START program was published in the local newspaper.• Pen Pal project with the local nursing home continued, however very slow turn-around due to changing staff at the nursing home.• The school entered, participated and/or performed at community events to showcase our school. These included: Coffs Harbour Choral Eisteddfod; Bellinger Musical Festival; Recycled Art Competition; Small Schools NAIDOC Day and sporting events.	Uniforms pre-purchased in 2015.
Differentiated learning occurring across the school in Literacy and Numeracy.	<ul style="list-style-type: none">• Principal attended 'Ignite the Spark' Differentiation Conference in Sydney• Literacy and Numeracy groups have been established to increase differentiation.• Groups have also been formed for Science and Technology, History and Geography to enhance student learning• ILP's have been written and reviewed and PLAN data maintained.	<p>Ignite the Spark Conference costs taken from Professional Learning.</p> <p>Bellingen High School G&T grant covered the cost of meetings and professional learning.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Differentiated learning occurring across the school in Literacy and Numeracy.	<ul style="list-style-type: none"> Teaching staff completed Writing Professional Learning, around writing, with Kororo Public School Writing and VCOP strategies and skills being programmed and taught across the school. With pre and post writing samples being completed. G&T Program established with a grant from Bellinghen High School. 	<p>Ignite the Spark Conference costs taken from Professional Learning.</p> <p>Bellinghen High School G&T grant covered the cost of meetings and professional learning.</p>

Next Steps

- Continued and increased community involvement that promotes the school, including involvement and entry into local and community events and competitions.
- Establishing a Raleigh Public School Facebook page.
- Continued promotion in the local papers, school newsletter, school website and Facebook page.
- Continue to implement a productive, inclusive and differentiated learning environment K–6.
- Professional learning, for all teaching staff, around assessing writing and increasing the use of VCOP strategies and writing skills.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>A School Learning Support Officer (SLSO) was used in the classroom to form smaller groups and offer additional support in Literacy and Numeracy for four hours per week.</p> <p>Across the school, students achieving at or beyond expected stage standards increased by 5% in Numeracy and a 5% increase of students achieving beyond expected standards in Reading and Writing.</p> <p>Promoted genuine contact and strengthened partnerships between school and families, by regular contact and open and friendly communication between home and school.</p> <p>Raleigh Public School hosted students and staff from Crossmaglen and Orama Public Schools for a combined NAIDOC Day celebration. 100% of Raleigh students actively participated in sessions that included cultural and historical activities run by the Aboriginal Discovery Ranger and cooking, art and traditional games.</p>	<p>SLSO Relief = \$5718</p>
Low level adjustment for disability	<p>Reduced class sizes and increased differentiation in teaching programs saw students working in groups that were based on ability rather than age.</p> <p>Students who were demonstrating difficulty in Numeracy showed increased confidence when placed in ability groups and success completing and building skills at their level.</p> <p>At the beginning of the year 45% of students showed reluctance to complete writing tasks. At the end of the year, 90% were showing consistent effort to complete writing tasks. With 21% of the school achieving growth beyond one year.</p>	<p>LAST entitlement (0.2) covers classroom teacher</p> <p>Teacher relief = \$3780</p> <p>Professional Learning = \$340</p> <p>SLSO Relief = \$3106</p>
Socio-economic background	<p>Reduced class sizes to support Literacy and Numeracy, allowed greater differentiation for individual students. This resulted in improvements in reading, writing and numeracy results as mentioned above.</p> <p>37% of students had Individual Learning Plans for additional needs in Literacy and/or Numeracy. 83% showed improvement in Reading, 14% achieved stage outcomes in writing and 16% achieved stage outcomes in Numeracy.</p> <p>100% of all students, able to, attended the two week swimming program, (one student had a broken arm). Lessons ranged from beginning swimmers to fitness and water survival. All students showed increased confidence and 94% achieved the skills necessary to progress to the next swimming level.</p>	<p>Teacher Relief = \$5728</p> <p>ILP's written = \$454</p> <p>\$595 used to reduce the cost of the bus for the two week swimming program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	21	12	14	8
Girls	25	14	13	12

Enrolment numbers were reduced in 2016 due to a large group of students moving on to High School and a small Kindergarten enrolment. The school's focus on promoting the school and trying to increase enrolments has resulted in an 85% increase in Kindergarten enrolments for 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	96.2	94.6	98.9
1	92.7	97.6	91.9	91.9
2	93.7	92.1	95.6	95.1
3	91.3	93.7	97.3	95.7
4	94.3	89.7	96.7	96.8
5	95.8	94.2	93.4	89.5
6	89.5	95	96.7	100
All Years	93.7	93.9	96	93.2
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

Management of non-attendance

Student attendance is valued at Raleigh Public School and attendance requirements are included in the newsletter throughout the year. Students who do not send in a note, phone or text the reason for their absence, are given an 'Absence Slip', on their day of return, to take home and return to school. If students are absent for more than two days, a phone call is

made to check on their welfare. If a student has increased absences or patterns of absence, then an appointment is made with the parent/s to discuss the situation. If this does not resolve the issue a formal attendance letter is sent home and the Home School Liason Officer notified.

In 2016, absences in the lower grades was increased with an outbreak of Influenza. Year 5 absences were increased and the non-attendance was managed as previously mentioned.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0.25

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce.

There are currently no employees identifying as Aboriginal at Raleigh Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

Throughout 2016, staff at Raleigh Public School have participated in a range of professional learning activities. These included conferences, Adobe Connect sessions, online modules and face-to-face workshops. Topics included Syllabus implementation for Geography, Child Protection, Code of Conduct, Resuscitation, Bellingen High School Gifted and

Talented project, Core Financial and Strategic Financial training, Anaphylaxis, ICT Coordinator and Social Media Masterclass.

In addition, many Principal Release days involved professional learning around school management, implementation and updates of NSW DoE reforms, Insight into Leadership Conference, Bellinger–Dorrigo Community of Schools meetings and Coffs Harbour Network meetings.

Staff Development Days were utilised to undergo compliance training in areas such as Child Protection, Code of Conduct and Anaphylaxis, as well as school organisation and Syllabus implementation.

There were no teachers seeking accreditation, maintaining accreditation or seeking voluntary accreditation at Highly Accomplished, through the Board of Studies Teaching and Education Standards (BoSTES) accreditation process in 2016.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	27 039.00
Global funds	57 844.00
Tied funds	28 950.00
School & community sources	15 676.00
Interest	673.00
Trust receipts	1 720.00
Canteen	0.00
Total income	131 902.00
Expenditure	
Teaching & learning	
Key learning areas	6 399.00
Excursions	2 476.00
Extracurricular dissections	6 249.00
Library	784.00
Training & development	0.00
Tied funds	37 304.00
Short term relief	6 785.00
Administration & office	27 434.00
School-operated canteen	0.00
Utilities	8 368.00
Maintenance	4 373.00
Trust accounts	2 037.00
Capital programs	0.00
Total expenditure	102 209.00
Balance carried forward	29 693.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

In 2016, Year 3 and Year 5 students sat the annual NAPLAN tests. In order to maintain confidentiality and to comply with the NSW Department of Education guidelines, I am unable to comment on the students' results as there are less than 10 students per grade.

In 2016, in accordance with the *Premier's Priorities: Improving Education results*, schools are required to report on their students performance for the top two NAPLAN bands in reading and numeracy.

In order to maintain confidentiality and to comply with the NSW Department of Education guidelines, I am unable to comment on the Year 3 students' results as there are significantly less than 10 students per grade.

In Year 5, 44% of students were in the top two bands in reading and 22% were in the top two bands for numeracy.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, Parent-Teacher meetings were held at the end of Term 1, with 86% of families attending and were followed up in Term 3, with 90% of families attending to discuss student progress and areas for further development.

100% of parents returned pre Community Engagement surveys and 94% returned post surveys. 100% of teaching staff and students responded to the survey. From the surveys completed:

100% of families and staff agree or strongly agree that:

- School's learning activities connect students to family and community;
- The school is always looking at ways to improve what it does (95% of students also agreed or strongly agreed);
- The school knows the children's strengths and weaknesses; and
- This is a school where student's learning is aimed at individual needs.

100% of families, students and staff agree or strongly agree the school has a safe and secure environment.

93% of parents and 85% of students believe the school regularly praises and rewards students when successful.

100% of parents strongly agree or agree that they are pleased their child attends Raleigh Public School and 90% of students like coming to school.

100% of students agree they have developed a friendship group with other students at Raleigh.



Policy requirements

Aboriginal education

Raleigh Public School received Aboriginal background funding in 2016. This funding was used to employ a School Learning Support Officer to support literacy and numeracy across the classrooms.

We also hosted students and staff from Crossmaglen and Orama Public Schools for a combined NAIDOC Day celebration. Students participated in activities that included cultural and historical activities, in mixed-school groups, run by the Aboriginal Discovery Ranger as well as cooking, art and traditional games.

In 2016, our whole school started Gumbaynggirr language lessons. These lessons were run by a local Aboriginal Language tutor and all students across the school showed enthusiasm and interest in learning the language.

At Raleigh Public School, communication and building relationships between school and home are valued, to support the learning of all Aboriginal students. Aboriginal culture is acknowledged as a valued part of our school culture during school assemblies, community gatherings and performances.

The school's teaching programs include Aboriginal perspectives across all KLA's. This ensures that Aboriginal culture, history and contemporary Aboriginal Australia is valued in all learning.



Multicultural and anti-racism education

Our school is committed to learning opportunities that are culturally inclusive to develop a deeper understanding of cultural, linguistic and religious differences. Multicultural perspectives are embedded in the teaching and learning programs across the school.

At Raleigh Public School our Harmony Day celebrations ran over a couple of days. We were involved in traditional activities of dressing in orange or multicultural clothing and learning and participating in lessons about Australia's multicultural diversity. We also worked together, cooperatively, in multi-age groups to build individual kites for the students. These colourful kites represent different cultures and diversity. The kites were flown in our school playground, representing the sense of belonging that all cultures should feel being a part of multicultural Australia.

As a part of our Kids in the Kitchen program the students chose a variety of meals from different cultures around the world. The students cooked these meals in their multi-age groups, with the assistance of parents, community volunteers and staff. The whole school then came together to share a delicious multicultural feast together.