

Raleigh Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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Message from the Principal

Raleigh Public School has been driven by the shared need of the students, families and staff to create a safe and secure learning environment, where high expectations of student achievements are clear and supported by everyone. During the year the staff have provided engaging learning opportunities, inside and outside the classrooms. Students have been given the opportunity to play a variety of sports, learn and perform music, create artworks and interact and engage within our community.

Literacy and Numeracy skills are highly valued by all and embedded across all Key Learning Areas (KLA's). Teaching staff have strived to create engaging classrooms, lessons and activities and have worked collaboratively on whole school projects such as 'The Big Write', to develop consistency across the school.

At Raleigh Public we are proud of the sustainability and environmental practices that we embed in all areas. Our gardening club continues to maintain and develop our kitchen garden and orchard, as well as keep our aesthetic gardens looking neat and tidy. All students are rostered to help look after our chickens and collect their eggs and senior students also help with the recycling within the school. Our Garden to Plate project continues to grow with all students involved in the cooking and senior students helping with planning, budgeting and cleaning up. Students and staff continue to actively promote programs such as Crunch and Sip, Federally funded Sporting Schools, Live Life Well @ School and package-free lunchboxes. All of these programs support us to develop life-long habits that can assist in maintaining healthy and sustainable lifestyles for the future.

Highlights for 2017 included our Choir winning first place in the Small School's section of the Coffs Harbour Choral Eisteddfod and our Small Schools swimming and athletics relay teams making the finals at the NSW State Championships carnivals. Our Year 4 to 6 students attended a major excursion to Canberra with Orama and Repton Public Schools, further developing friendships that they can take to high school in the future.

Our school has wonderful support from our school community who are active in teaching and learning programs, extra-curricular programs and sport. The contributions of our community continue to make our school a positive, friendly and caring environment, where students feel supported and respected and are encouraged to achieve their potential. Our Parents and Citizens Association (P&C), continue to support and subsidise incursions and excursions, making it easier for all of our families to participate.

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

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 TP2 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 33 students for 2017, with 6% of students being Aboriginal. Our School's average 2015 and 2016 Family and Occupation Index (FOEI) was measured at 97. In 2016, 23.4% of students were in Quartile 1 and 11.7% 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, temporary full-time teacher and permanent part-time teacher one day a week. The permanent part-time teacher is on extended leave. We are entitled to 0.696 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.

In the domain of Learning the school focus has been on learning culture, curriculum and learning and assessment and reporting. The school's priorities are clearly shared amongst the staff, students and community via meetings, interviews and the school newsletter. Positive and respectful behaviour was a priority and clear expectations of student behaviour and explicit lessons to promote positive and respectful relationships were taught. The implementation of the History and Geography syllabuses and staff collaboration and professional learning have continued to develop inquiry based learning practices. Individual Learning Plan's and smaller Literacy and Numeracy groups were established to meet the needs of individual students, with internal assessment data used to track and monitor all student progress and growth and guide learning programs.

In the domain of Teaching the school focused on data skills and use, collaborative practice and learning and development. Assessment data was regularly used to monitor and address learning needs of individuals. Whole school writing assessments were conducted and teachers met to develop consistent teacher judgement (CTJ) to assess the tasks and plot students along the continuum. The teaching staff work together by meeting regularly for professional learning (PL) meetings around the writing focus, this included attending one-day PL workshop.

In the domain of Leading the school focus has been on leadership, school planning, implementation and reporting. The school regularly asked for feedback on school performance and engagement. The school has strong links to other schools within the Bellinger Dorrig Learning Community (BDLC) and participated in Leadership activities for our students with a camp for our Student Leaders and a Year 5 Leadership day at the end of Term 4. We met, at least once a term, with other small schools within the BDLC and beyond, to engage with curriculum and extra curricular activities. A school Facebook page was established, to promote and celebrate the wide diversity of student, staff and community achievements to the school and wider community.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 implemented the Geography, History and Science Scope and Sequences in 2017.

All students were regularly assessed against the Literacy and Numeracy continuums and groups were established across the grades and stages to support and differentiate student 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)	Funds Expended (Resources)	Progress achieved this year
The school will have Scope and Sequences that are relevant to the school's size and classroom structures.	Staff meetings were used to collaborate and develop skills, strategies and activities to meet the needs of the multistage classroom.	All teaching staff implemented the Geography, History and Science Scope and Sequences. PL meetings were used to develop ideas, activities and strategies across the multistage classrooms.
<ul style="list-style-type: none">• To increase the % of students using VCOP strategies to improve their writing.• To increase the % of students achieving at or beyond expected stage standards in Reading, Writing and Number strategies.	SLSO support 6hrs a week: <ul style="list-style-type: none">• Aboriginal background (\$2302)• Low level adjustment disability (\$4439)• Socio-economic background (\$1643) Individual Learning Plans (ILP's) developed after school meetings with all staff.	<ul style="list-style-type: none">• All teaching staff undertook PL about VCOP and writing assessment using the Big Write program to ensure consistent teaching of skills and strategies and consistent teacher judgement when assessing.• Writing and VCOP strategies and skills being consistently taught across the whole school. With pre and post writing samples being completed.• 76% of students are showing use of VCOP strategies in their writing, this is a 50% increase from the beginning of the year. 35% of all students are using three or more of the VCOP strategies consistently.• 35% of students had ILP's written for additional learning needs in Literacy and/or Numeracy. Where reading was a focus, 75% showed improvement.• Across the school, students achieving at or beyond expected stage standards in Reading increased by 17%. The percentage of students working beyond expected stage standards increased by 5% in Number and 14% in Writing.

Next Steps

- Staff to undertake training in the Learning Progressions and assessing and monitoring of students in Reading, Writing and Number.
- Teaching staff will continue to develop consistency around teaching writing and CTJ around assessing writing. This will include whole staff training and revision of VCOP strategies and assessment.

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 (KiK) lessons and students taking responsibility for feeding chickens and looking after the garden has created a much loved and popular program. There has been an increase in the average number of students eating KiK from 88% in 2015 to 93% in 2017.
- New students were introduced to the three coloured bins and existing students helped to model and mentor their use. Our package-free lunch program saw a decrease in the amount of packaging being thrown away each day.
- The Raleigh Community Playgroup saw an increase from an average of eight students attending weekly to an average of ten. Our School Transition and Readiness Training (START) program saw ten students attend the 'Come and Try' in Term 3 and six continue the START program in Term 4, with four enrolling in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the confidence, cooking skills and number of students participating during Kids in the Kitchen lessons.	Garden to Plate and KiK program is funded by students and staff purchasing the meals they cook, selling excess produce and the sale of eggs. This pays for plants, fertilizer, mulch and chicken food.	<ul style="list-style-type: none">• 100% of all students participated in the KiK cooking program.• Students in Kindergarten to Year 2 were given a mentor from Years 3–6, to work with in Semester one KiK lessons. The one on one support helped to build confidence and skills.• At the beginning of 2017, 70% of students said they enjoyed cooking. At the end of the year 100% said they enjoyed it.• 74% of parents believed their child's skills in preparing food had improved throughout the year.
Reduced garbage waste and increased recycling and reusing of waste.	Nil cost, promoted through newsletter and assemblies.	<ul style="list-style-type: none">• 94% of parents agreed their child participated in Reduce, Reuse, Recycle at the end of the year.• 88% of students agreed or strongly agreed they learnt about recycling.• Students promoted the reduction of waste to parents and friends at our End of Term assemblies.
Increased enrolments at Playgroup and School Transition and Readiness Training (START) program.	Flyer delivery completed by staff after and before school.	<ul style="list-style-type: none">• START flyers letterbox dropped in the school intake zone, distributed to local preschools and notice boards.• Principal contacted and visited preschools to discuss intake zone and possible enrolments.• Principal met with local real estate agents in Urunga to discuss school intake zone.
Increased participation in package-free lunch program.	<ul style="list-style-type: none">• Weekly package free lunch prizes at a cost of \$200 were taken from global funds.• Promoted through newsletter and assemblies.	At the beginning of Term 1 only 22% of students consistently brought package free lunches, at the end of Term 4 this increased to 58%.

Next Steps

- The Sustainability direction will be maintained over the 2018–2020 school plan. As we continue to develop skills in our students to be responsible and sustainable future citizens. While also continuing to build the Raleigh School reputation and ensuring the longevity of our school with increased local enrolments.
- Continue to develop students' skills in KiK and develop the connection between the produce we grow and cook, encouraging students to try new foods and build confidence to plan and cook meals, to build life long skills for their futures.
- Continue promoting package free lunches, healthy eating and healthy lifestyles to our students.



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

100% of our families are pleased that their child attends our school and the number of families strongly agreeing with this statement increased from 67% to 82% over the year. 100% of families believe that positive relationships exist between the school and its community.

Our school Facebook page was established and regular posts were made to promote the school's activities to the wider community. The Facebook page received increasing numbers of followers throughout the year.

Targeted Literacy and Numeracy groups were established to further support differentiation across the school. All student progress was monitored against the Literacy and Numeracy continuums and recorded in PLAN. Gifted and Talented Enrichment days were conducted each term across the Bellinger Valley primary and high schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive school image and community involvement as evidenced by pre and post survey data.	Nil cost	<ul style="list-style-type: none">• Pre and post Community Engagement surveys were conducted with an 11% increase in the number of surveys returned to 92%.• At the end of the year families agreeing or strongly agreeing that the school's learning activities connect students to family and community increased from 90% to 99%.• School Facebook page was established and regular posts were made to promote the great things we do inside and outside the classroom.• The school entered, participated in and/or performed at community events to promote our school. These included Coffs Harbour Choral Festival, Bellinger–Dorrigo Learning Communities (BDLC) Education on Show concert, Bellinger Show, performances once a term at the Raleigh–Urunga Masonic nursing home, Sculpture in the Park @ Urunga and various sporting events.
Differentiated learning occurring across the school in Literacy and Numeracy.	Additional teacher costs: <ul style="list-style-type: none">• 0.2 LAST (Low level disability)• Part-time teacher costs from OMSEE staff entitlement	<ul style="list-style-type: none">• Across grade and stage Literacy and Numeracy groups have been formed to further increase differentiation.• A small group of Year 5 and 6 students, were identified under the BDLC Gifted and Talented program. They attended Enrichment days once a term to extend their learning.• ILP's were written and reviewed for students needing additional support in Literacy and Numeracy.• All teaching staff completed a one day workshop on Big Write assessment strategies to ensure consistency across the school.

Next Steps

- Continue to maintain positive community involvement to promote our school to our school community and beyond, to maintain and build future enrolments. This includes involvement and entry into local and community events and competitions.
- Introduce regular parent information workshops to discuss strategies and programs being used in the classroom and how these can be supported at home.
- Continue Literacy and Numeracy groups with regular assessment of students skills and differentiation for individual's needs against the Learning progressions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO relief = \$2302</p> <p>Subsidised NAIDOC Day costs = \$165</p> <p>Wingaru Kids program purchase = \$315</p>	<p>Smaller literacy and numeracy groups were established and a School Learning Support Officer (SLSO) was used within the classrooms to support these.</p> <p>Across the school students achieving at or beyond expected stage standards in reading increased by 17%. The percentage of students working beyond expected stage standards increased by 5% in number and 14% in writing.</p> <p>Introduced the online program 'Wingaru Kids' to all students. The tasks set were aimed at individual learning needs and were engaging and fun, while developing further understanding about Aboriginal culture and perspectives.</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>Hosted NAIDOC Day celebration with Crossmaglen and Orama Public Schools. 100% of students participated in cultural and historical activities run by the Aboriginal Discovery Ranger and also art, cooking and traditional sporting games.</p>
Low level adjustment for disability	<p>LAST entitlement (0.2) covers classroom teacher</p> <p>SLSO relief = \$4439</p>	<p>Literacy and numeracy groups were established that were based on individual needs and abilities, rather than age. These allowed for small groups and more one-on-one time for support and extension. Students showed increased confidence and engagement when working with students of similar abilities.</p> <p>At the beginning of the year only 26% of students were using VCOP strategies in their writing. By the end of the year 76% of students showed use of VCOP in their writing. 35% of all students are consistently using 3 or more of the VCOP strategies to improve their writing.</p>
Socio-economic background	<p>SLSO relief = \$1643</p> <p>4 x Notebooks purchased = \$2447</p> <p>Reduce swimming costs for students = \$825</p>	<p>Smaller groups for literacy and numeracy groups, allowed greater differentiation for individual students and more one-on-one support at the point of need. This resulted in improvements in reading, writing and numeracy results as mentioned above.</p> <p>Notebooks were purchased to update some of our computers. These were used to complete activities as a part of our literacy and numeracy groups and across all KLA's.</p> <p>All students attended the swimming program in Term 4. All students showed increased confidence and 95% achieved the skills necessary to progress to at least the next swimming level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	14	8	20
Girls	14	13	12	15

Enrolment numbers increased in 2017 due to a large Kindergarten enrolment and no students moving on to high school. The school continues to focus on promoting the school and letterbox drop houses within the school intake zone to try to increase local enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	94.6	98.9	92.2
1	97.6	91.9	91.9	96.9
2	92.1	95.6	95.1	96.2
3	93.7	97.3	95.7	94.6
4	89.7	96.7	96.8	96.4
5	94.2	93.4	89.5	97
6	95	96.7	100	93.2
All Years	93.9	96	93.2	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 bring in a note, phone or text the reason for their absence, are given an 'Absence Slip' on their day of return, to take home, have filled out, signed and returned. If students are absent for more than two days,

without notification of a reason to the school, a phone call is made to check on their welfare. If a student has increased absences or patterns of absence, than 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 Liaison Officer is notified.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*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	
Postgraduate degree	15

Professional learning and teacher accreditation

Throughout 2017, staff at Raleigh Public School have participated in a range of professional learning activities. These included conferences, Adobe Connect sessions and face-to-face workshops. A major focus for the Principal and School Administration Manager, in second semester, was the Learning Management and Business Reform (LMBR) training. Other topics included Child Protection, Code of Conduct, Resuscitation, First Aid, Big Write Assessment and Spelling K-6.

In addition, many Principal Release days involved professional learning around school management, implementations and updates of DoE, Bellinger-Dorrigo Community of Schools meetings, Coffs Harbour Network meetings, Media in Schools workshop and Connecting to Country training.

Staff development days were utilised to undergo training in areas such as Child Protection, Code of Conduct, anaphylaxis, school organisation, VCOP, writing strategies, programming and syllabus implementation.

There were no teachers seeking accreditation, maintaining accreditation or seeking voluntary accreditation at Highly Accomplished, through the NSW Education Standards Authority (NESA) process in 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

As our OASIS financial rollover occurred earlier in the year due to our change-over to LMBR, we had substantial funds retained. These were used in the remainder of 2017 to cover salaries, Sporting Schools programs, ongoing commitments with Equity funding, on going school running costs such as utilities and \$15 000 was set aside for asset replacement.

Receipts	\$
Balance brought forward	29,694
Global funds	69,347
Tied funds	35,679
School & community sources	18,819
Interest	391
Trust receipts	1,285
Canteen	0
Total Receipts	125,521
Payments	
Teaching & learning	
Key Learning Areas	6,036
Excursions	11,108
Extracurricular dissections	10,839
Library	292
Training & Development	0
Tied Funds Payments	27,936
Short Term Relief	4,623
Administration & Office	21,149
Canteen Payments	0
Utilities	8,690
Maintenance	4,814
Trust Payments	1,421
Capital Programs	0
Total Payments	96,908
Balance carried forward	58,306

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	68,162
Appropriation	58,306
Sale of Goods and Services	635
Grants and Contributions	9,186
Gain and Loss	0
Other Revenue	0
Investment Income	35
Expenses	-44,777
Recurrent Expenses	-44,777
Employee Related	-19,731
Operating Expenses	-25,046
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	23,384
Balance Carried Forward	23,384

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

At the end of 2017 we had \$7000 retained to replace the photocopier and salaries that were paid in January.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	423,736
Base Per Capita	3,057
Base Location	7,599
Other Base	413,081
Equity Total	32,229
Equity Aboriginal	2,735
Equity Socio economic	4,770
Equity Language	0
Equity Disability	24,725
Targeted Total	0
Other Total	1,740
Grand Total	457,705

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017, Year 3 and 5 students sat the annual NAPLAN tests. In order to maintain confidentiality and comply with the NSW Department of Education guidelines, we are unable to comment on the students' Literacy results as there are less than 10 students per grade.

In 2017, Year 3 and 5 students sat the annual NAPLAN tests. In order to maintain confidentiality and comply with the NSW Department of Education guidelines, we are unable to comment on the students' Numeracy results as there are less than 10 students per grade.

In 2017, 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 Year 3 student results as there are significantly less than 10 students per grade.

In Year 5, 83% of students were in the top two bands in reading and 67% were in the top two bands for numeracy.

The *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands was not commented upon, as no Aboriginal students sat NAPLAN in 2017.



Parent/caregiver, student, teacher satisfaction

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

A pre and post survey was sent out to families. 81% of families returned pre surveys and this increased to 92% of families returning post surveys. 100% of teaching staff and student responded to the survey.

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

- The school's learning programs and activities are regularly communicated to parent/carers;
- The school has a safe and secure environment (94% of students also agreed or strongly agreed, 6% didn't know);
- Positive relationships exist between the school and its community; and
- The school is always looking at ways to improve what it does (94% of students also agreed or strongly agreed).

91% of families agreed or strongly agreed that student learning is aimed at individual needs.

96% of families and 88% of students, believe the school regularly praises and rewards students when successful.

At the end of 2017, two parent and community meetings were held. One within school hours to cater to families who were unable to get care for their children outside of school hours and one after school for working families. Those families who were unable to attend meetings were offered the opportunity to complete the survey also. A total of 80% of families responded. The information gathered from these meetings and surveys was used to guide our future directions for 2018.



Policy requirements

Aboriginal education

In 2017, Raleigh Public School received Aboriginal background funding. This funding was used to employ a School Learning Support Officer to support Literacy and Numeracy across the classrooms and to purchase 'Wingaru Kids' an online Aboriginal cultural program. This program was used across the school to support and extend Aboriginal perspectives in the classrooms.

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

The students and staff were all enthusiastic and interested in continuing our Gumbaynggirr language lessons in 2017. Unfortunately due to personal issues our tutor was unable to attend regularly. We hope to continue these lessons on a regular basis in 2018.

In 2017, our Principal participated in the Connecting to Country training. This valuable program consolidated learning about Aboriginal perspectives and broadened knowledge and places to seek additional support and resources, when teaching Aboriginal perspectives with all students within the school.

All staff hold a strong belief in the importance of building positive relationships between school and home and developing clear lines of communication with students and families. 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

At Raleigh Public School we embed multicultural perspectives in our teaching and learning programs. We are committed to being culturally inclusive to develop a deeper understanding of cultural, linguistic and religious differences.

Our Harmony Day celebrations are an annual event at Raleigh Public. We are involved in traditional activities such as dressing in orange or multicultural clothing and learning and participating in lessons about Australia's multicultural diversity.

Our Kids in the Kitchen program, allows for a multicultural feast to be shared with the students and staff. In groups, the students chose dishes from around the world and planned, budgeted and cooked these, to experience different foods and flavours from around the world. The whole school then came together to share a delicious multicultural meal.

The school also came together to work cooperatively in multi-age groups to construct individual kites for the students. These colourful kites were flown, in harmony, in our school playground as a symbol of the sense of belonging that all cultures should feel being a part of multicultural Australia.