

Raymond Terrace Public School Annual Report



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Introduction

The Annual Report for **2017** is provided to the community of **Raymond Terrace 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.

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Principal

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School background

School vision statement

Raymond Terrace Public School (RTPS) continues to build a culture in which everyone is challenged and supported through quality classroom practices, community participation and strategic management. The school promotes the importance of values throughout its community. The school is striving to become a model for quality student outcomes in a caring environment.

The vision of the school is underpinned by key messages of Positive Behaviour for Learning (PBL), values of 'You Can Do It' and the four pillars of Building Relationships, Explicit Teaching Practices, High Expectations and Common Language/Practices which guides our students, staff and community as they learn together.

The Melbourne Declaration

'Through the promotion of equity and excellence,

our students will become successful learners, confident and creative individuals and active/informed citizens' (ref: Melbourne Declaration, 2008)

This reform reflects the focus group discussions of staff and community around the new planning process 2015–2017.

School context

Raymond Terrace Public School strives to develop competence in literacy and numeracy within children, and the ability to think independently and to problem solve. The school has a high expectation of success and aims to build excellent relationships between all school members. Students are encouraged to be life-long learners, adapt to change and work as team members.

The school is located thirty minutes north of Newcastle and has a school enrolment of approximately 389 children. Parents are involved in a range of aspects of the school including an active P & C. There is a significant percentage of children and their families residing in public housing and caravan parks and consequently the mobility rate is relatively high. Approximately 27% of the students identify as Aboriginal.

The majority of students from Raymond Terrace Public School attend Hunter River High School, therefore Raymond Terrace Public School is committed to further developing strong links with the High School to support transitioning from Year 6 to Year 7.

The school focuses on literacy and numeracy and has shown excellent growth in both. In addition, information technology and the environment are important aspects of the school. Analysis of NAPLAN results indicate that our students need additional support with spelling, grammar and general numeracy, however, it also shows that relevant to similar schools throughout the nation we are either leading the way or in the top group.

The school has adopted early intervention programs in literacy and numeracy. The school implements the MultiLit program in small intervention group work. In numeracy the QuickSmart program is used with a focus on Year 4 students. Both programs are having great success. In addition, the school operates a Phonics / Phonemic awareness approach.

The school's priority areas reflect the needs as identified by data collected from National Testing (NAPLAN), benchmarking and staff, student and parent surveys.

As a result of strategic targeting in our School Plan over the past three years, there has been significant improvement in literacy benchmark results data and continued positive growth in NAPLAN results from Years 3 to 5.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the Learning Culture and Wellbeing at Raymond Terrace Public School are operating at an Excelling stage. In the Teaching domain, the school's Collaborative Practices indicate the school is also operating at the Excelling stage, while its Professional Standards are Sustaining and Growing. Similarly in the domain of Leading, the elements of School Planning, Implementation and Reporting, and the Management Practices and Processes are Sustaining and Growing.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Pupil Participation in 21st Century Learning

Purpose

To ensure all students have the best opportunities possible to become successful learners, confident and creative individuals, and active and informed citizens of the 21st Century.

Overall summary of progress

Raymond Terrace Public School continues to build the capacity of staff and students in preparation for 21st Century learning. All staff have been involved in Professional Learning to support their teaching of robotics, coding and critical and creative thinking. This professional learning has created an environment which has enabled students to take an active interest in this style of 21st Century Learning proving greater engagement in the classroom and a positive view to learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Greater use and innovations by students using technology (including improved learning outcomes)• Reduction in negative incidents in the classroom and on the playground• Greater engagement and improved outcomes of all students	RAM Equity 0.5 teacher release to support classroom teachers 55000 RAM Equity Resources for classrooms 20000 Executive release 1.0 Staffing Allocation 135000	Understanding of coding and use of technology obvious including opportunities to participate in competitions at various levels – school, region, state.

Next Steps

In 2018 the school will:

- implement an enhanced typing program in early years to develop student word processing skills
- further refine the school Technology Scope and Sequence to incorporate new and developing technologies and Critical and Creative Thinking (CCT) skills
- develop a peer based program whereby students become techno helpers
- provide students with Mindfulness strategies

Strategic Direction 2

Professional Pedagogy and Leadership

Purpose

To build the capacity of all staff, by providing them with the best 21st Century practices possible, to assist students become successful learners, confident and creative individuals, and active and informed citizens.

Overall summary of progress

The school offered a range of professional learning opportunities for staff to deepen their understanding of quality pedagogy in 21st Century. This has included deepen their understanding of the curriculum and ways to improve student engagement and learning. Key focuses in 2017 included but not restricted to: 'Daily 5'; TEN; PBL; Reading and Writing. Teachers were supported by EAfS Instructional Leaders, Stage Coordinator and mentor.

NAPLAN results indicate students growth continues to be above state average and above expected growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">'Peer mentors' are embraced by colleagues with quality practices taking place especially in use of continuumsStudent growth in NAPLAN data continues to 'trend' upwards	<p>Employ 2..0 mentor teachers 330000</p> <p>Release teachers to work with mentors 8 days X 20 teachers 80000</p>	<p>School surveying indicates high levels of staff satisfaction with mentoring, especially early career teachers who received additional mentoring.</p> <p>Year 5 students were above state averages in all strands and above 'expected growth' in all strands.</p>

Next Steps

In 2018 the school will:

- implement Direct Instruction when teaching Phonics and Phonemic Awareness
- focus on sharing professional learning between colleagues and evaluating the effectiveness through shared planning days and reflective conversations
- support early career teachers
- develop a whole school Assessment and Reporting Policy and Procedures program

Strategic Direction 3

Productive Partnerships within the school and wider community

Purpose

To develop partnerships and networks throughout the school and wider community to provide support relevant to Raymond Terrace PS.

Overall summary of progress

Although attendance has grown at celebrations, probably due to a greater emphasis on promotion, voluntary assistance with canteen, transport to students activities such as sport and cultural performances has declined.

The involvement of community partners, such as speech therapists, occupational therapist and Aboriginal mentors, has had a great impact on the students at RTPS and indications of improved student outcomes are clearly evident.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase parent participation across the school – parent assistance, canteen volunteers, 'transporters'• Increased connections established to support students and families and being directly involved to improve student outcomes	RAM CLO 35000 RAM two speech pathologists one day per week RAM one OT one day per week 60000 Aboriginal Funding Employ Aboriginal Education Officer 75000 (full time) and two SLSO (Aboriginal) 60000	A slight increase in parent attendance due mainly to promotion, but a decrease in parent help. Screening by Speech therapists and observations by OT has led to program for teachers being developed for individual students and support for whole class.

Next Steps

In 2018 the school will:

- establish a 'Culture Corner' for families of Aboriginal student to attend 'yarn-ups', work with their children in a 'culture classroom', encourage them to suggest ideas for the 'Culture Corner'
- introduce local Aboriginal language
- continue to employ speech pathologists and OT
- continue to build relationships with local support agencies

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 130 000 Funding towards AEO; Two SLSOs Release teachers for PLPs Costs towards celebrations / excursions / culture	Aboriginal students continue to achieve expected outcomes or better Attendance of Aboriginal students is high Employment of AEO; 2 SLSOs Three more staff members trained in Connecting to Country
Low level adjustment for disability	\$ 76 000 Employment of SLSOs Engagement of Speech Pathologist and OT Release for staff to develop IEPs	Support for staff by Speech Pathologist and OT has assisted students with individualised learning and differentiated programs Opportunities for staff to develop IEPs with specialist support has been beneficial In class support provided for students in need
Socio-economic background	\$ 622 000 Employment of two mentors Release for teachers for mentoring Additional support staff employed Employ CLO	Release for additional teacher professional learning in Trauma Informed Practices; TEN; EAfS Staff indicate mentoring has had a huge impact on improvement in pedagogy – especially with early career teachers Intervention programs such as MiniLit and MultiLit have improved the outcomes of individual students Acquisition of additional CCT resources has impacted positively on 21st Century Learning
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	231	231	208	221
Girls	161	187	182	194

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	93.9	92.4	94.5
1	92.7	94.7	93.9	92.7
2	94.7	92.6	94.5	91.2
3	94.7	92.4	91.2	94.7
4	95.3	93	93	88.8
5	93	92.1	94.1	91.6
6	93	89.8	93.7	91
All Years	94.2	92.7	93.2	92
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

Attendance in 2017 was recorded electronically by the school's SENTRAL roll marking system. Attendance was monitored by class teachers and school executive to ensure students attended. Students with unsatisfactory attendance were referred to the school's learning and support team and the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	17.49
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.22
Other Positions	0

*Full Time Equivalent

Approximately 30% of staff identify as Aboriginal. Six of twenty-four permanent teaching staff identify as Aboriginal and four of twelve non-teaching staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	4

Professional learning and teacher accreditation

All teachers have been involved in quality Professional Learning during 2017, especially peer mentoring in relation to improving pedagogy.

Each year the school is allocated funding for the professional development of teachers.

Priorities align with the school's strategic plan targeting improved pedagogy of literacy, numeracy and student wellbeing.

Included in the training were;

EaFS Reading; TEN; PBL, YCDI and Trauma Informed practices; new syllabus implementation; Connecting to Country and Mandatory program.

All teachers will become part of the "Great teaching: Inspired Learning" initiative from next year. Each teacher will be responsible for maintaining professional standards and accreditation with NESAs.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	703,369
Revenue	5,028,999
Appropriation	4,900,334
Sale of Goods and Services	12,588
Grants and Contributions	109,504
Gain and Loss	0
Other Revenue	0
Investment Income	6,575
Expenses	-4,974,753
Recurrent Expenses	-4,989,271
Employee Related	-4,525,034
Operating Expenses	-464,237
Capital Expenses	14,518
Employee Related	0
Operating Expenses	14,518
SURPLUS / DEFICIT FOR THE YEAR	54,246
Balance Carried Forward	757,616

The school budget is managed by the school principal, executive and School Administration Manager (SAM).

The school budget is presented and discussed at the school's P&C meetings and all expenditure is aligned with the school plan.

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	2,670,547
Base Per Capita	62,362
Base Location	0
Other Base	2,608,185
Equity Total	909,236
Equity Aboriginal	102,991
Equity Socio economic	642,444
Equity Language	2,794
Equity Disability	161,005
Targeted Total	618,115
Other Total	511,347
Grand Total	4,709,245

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.

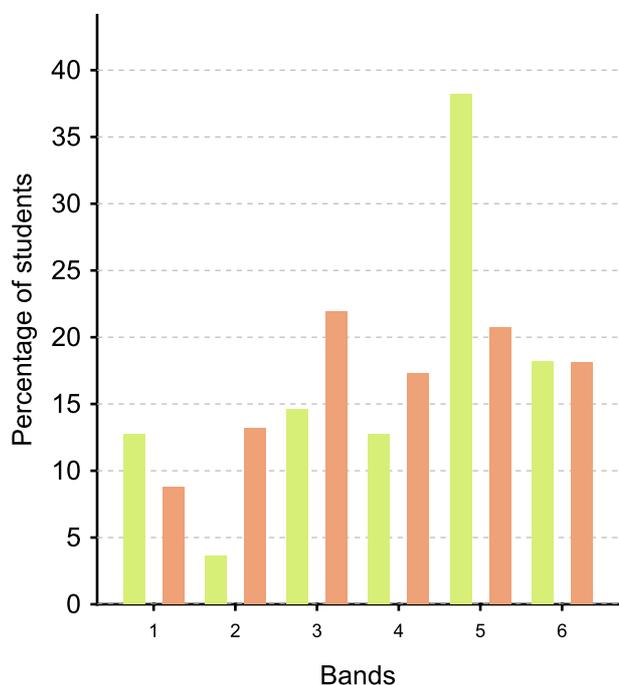
School performance

NAPLAN

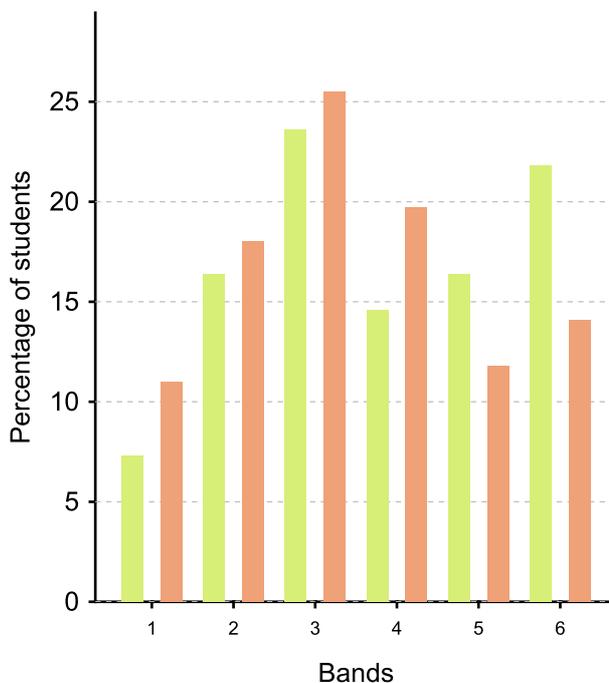
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN results in Year 3 indicated an improvement in student outcomes more than double that of the previous two years. Year 5 students, while performing lower than the previous two cohorts, their growth from Year 3 in 2015 to their results in 2017 was better than the state average.

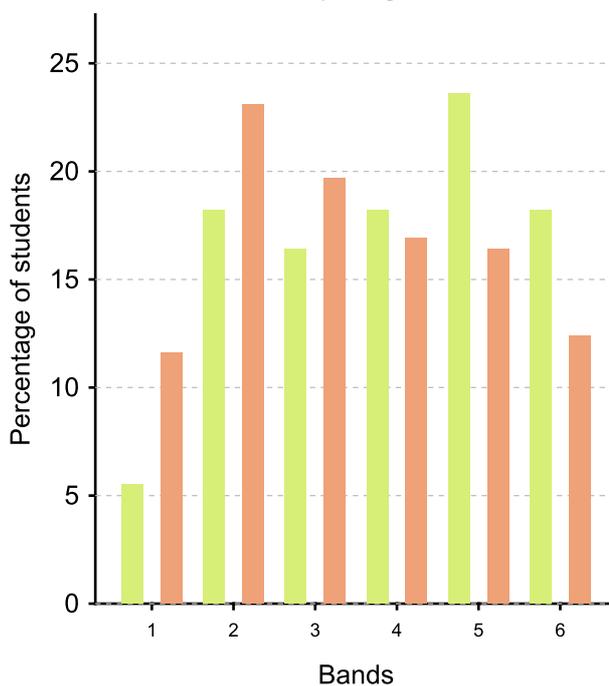
Percentage in bands:
Year 3 Grammar & Punctuation



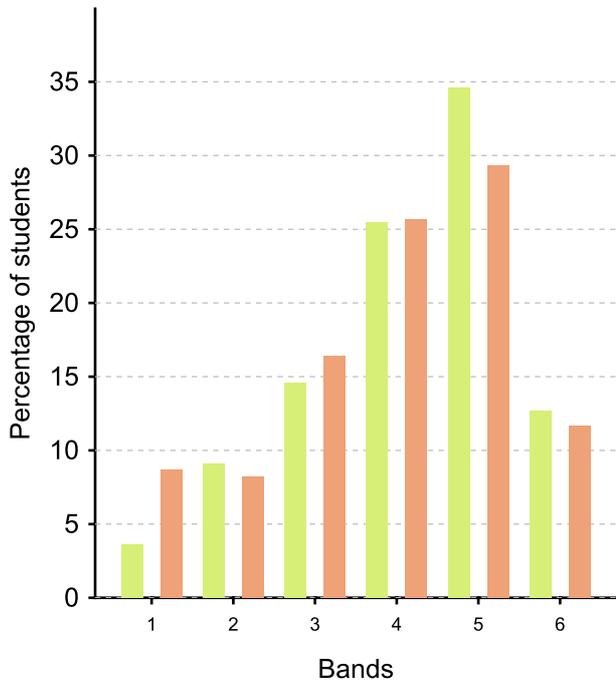
Percentage in bands:
Year 3 Reading



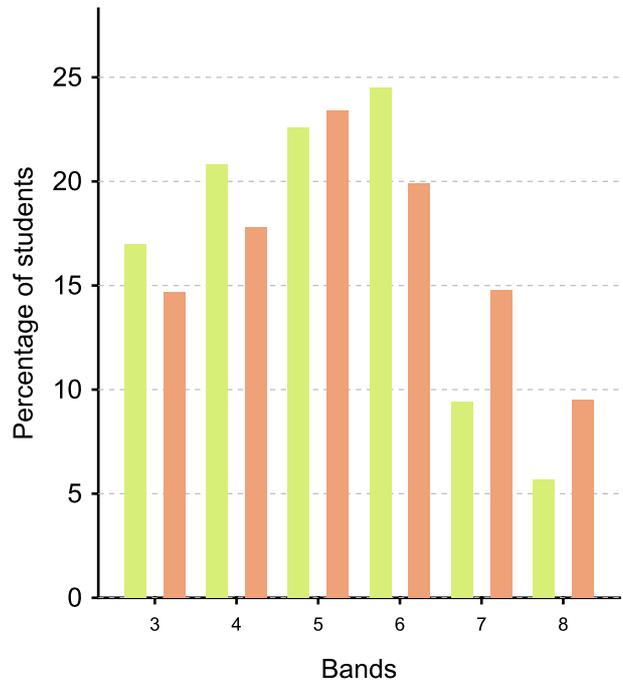
Percentage in bands:
Year 3 Spelling



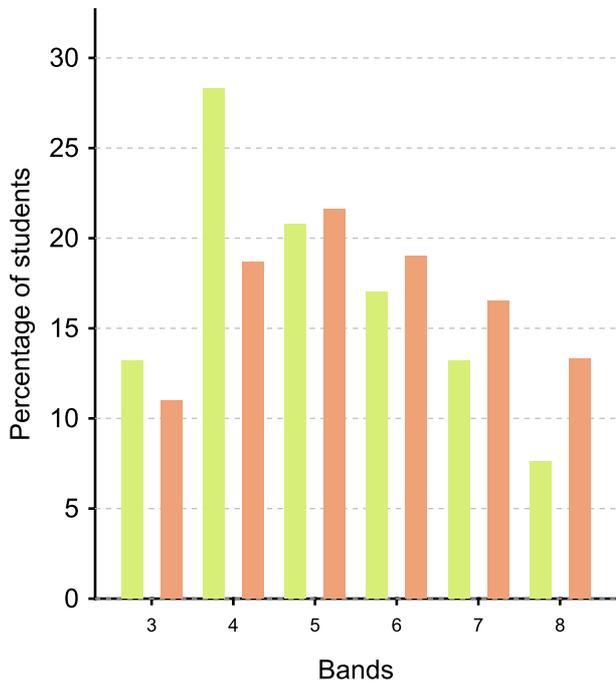
Percentage in bands:
Year 3 Writing



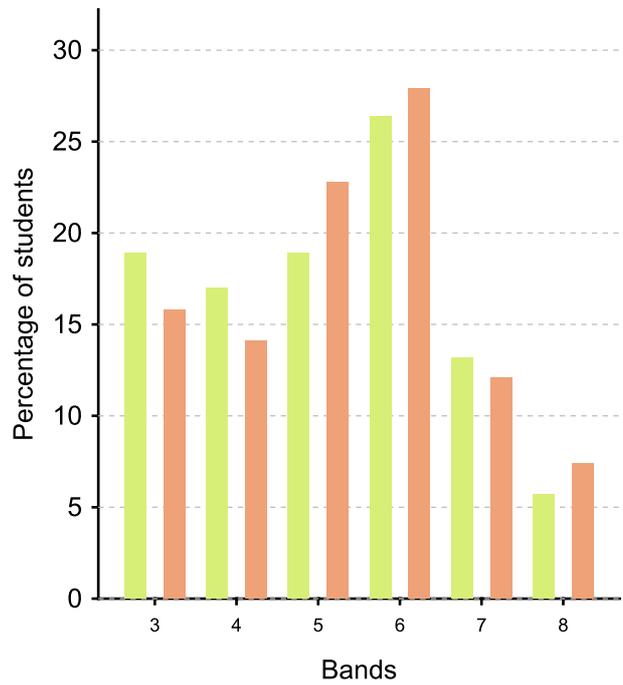
Percentage in bands:
Year 5 Reading



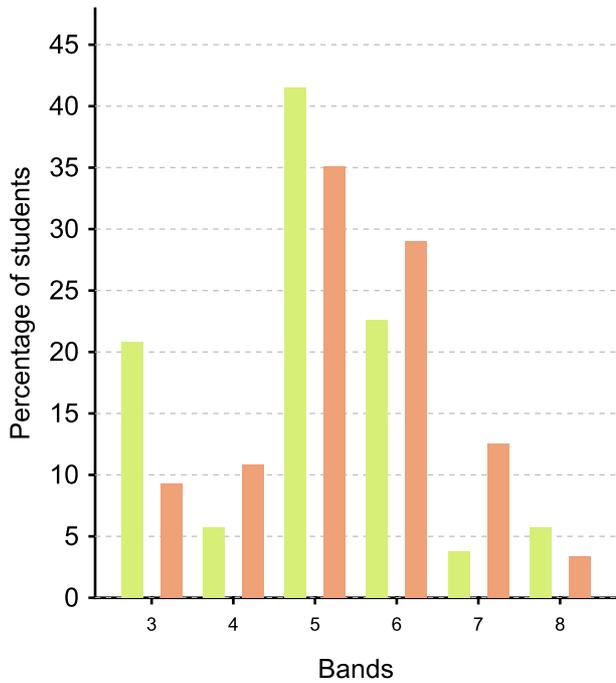
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

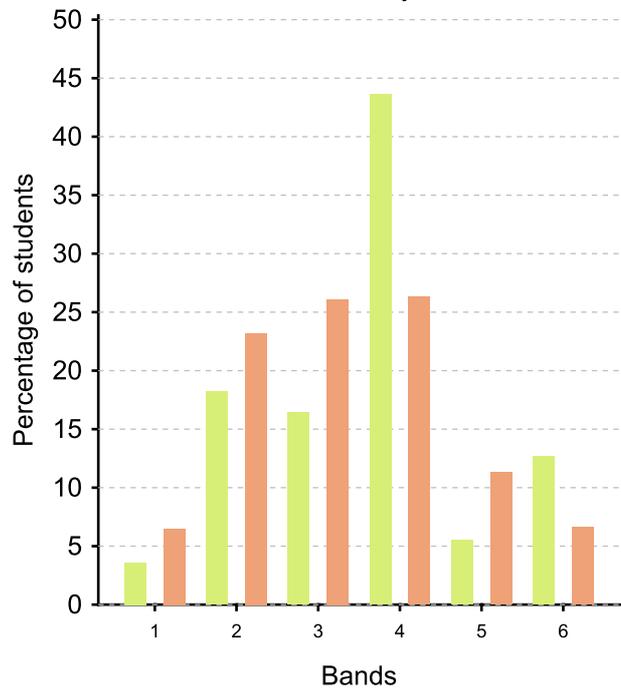


Percentage in bands:
Year 5 Writing

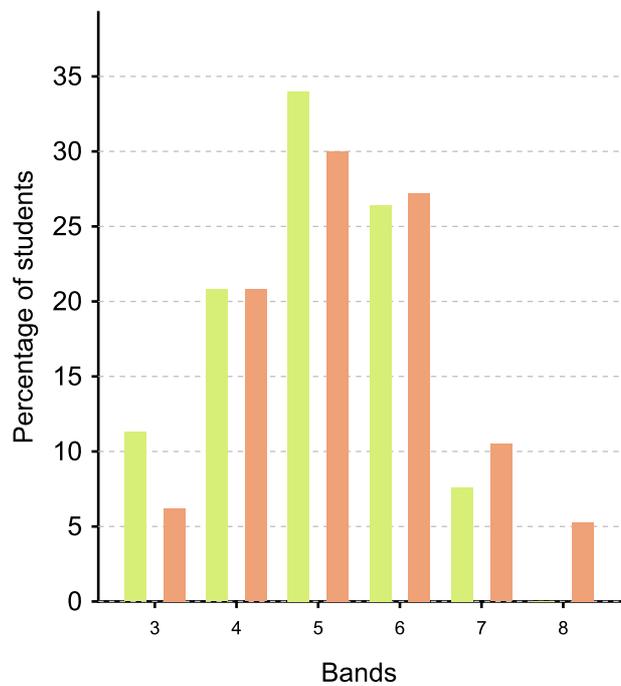


Numeracy for both Years 3 and 5 indicated the need to further analyse the areas for improvement. Teachers are currently involved in improving their pedagogy in the area of Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Raymond Terrace Public School became part of the

Early Action for Success program in 2017. The three year program aims at improving literacy and numeracy in the early years in order to improve student outcomes and subsequently improving the top two bands of NAPLAN testing. Raymond Terrace Public School realised significant improvement in Year 3 results and growth in Year 5.

Reading levels in the top two bands in Year 3 were at 38.2% – significantly higher than previous years. 18.7% were in the top two bands in numeracy.

The Year 5 results indicated a need for improvement compared to previous years, however the growth in both Reading and Numeracy were greater than 50%.

33% of Aboriginal students in Year 3 scored in the top two bands in Reading and Year 5 Aboriginal students showed growth in Reading of 57% (greater than state average) and 50% in Numeracy.

Parent/caregiver, student, teacher satisfaction

I have had the privilege to be mentored since being employed at Raymond Terrace Public School and have learnt so much because of it. (teacher)

Raymond Terrace Public School continues to build an excellent reputation in the community. The parents are happy, the staff are approachable and the students are achieving great results and learning to be good citizens. (parent)

Our school is heaps good. We learn a lot and get good results, we have many good things to do and the teachers are really nice. (student)

The best things about our school are to learn, to play sport and to make friends. (student)

Everyone is supportive of each other. We provide many opportunities for our students and it is obvious that students are accepting and welcoming of everyone. (teacher)

Policy requirements

Aboriginal education

Aboriginal education

Raymond Terrace Public School has approximately 17% of its students who identify as Aboriginal. The school is committed to improving the educational outcomes and wellbeing of these students so that they achieve in every aspect of their education, ensuring the inclusion of Aboriginal perspectives in the teaching program.

The school acknowledges the traditional custodians of the Worimi land in all assemblies and an 'Acknowledgement of Country' plaque is displayed at the entrance to the school. The Aboriginal flag is flown daily and hung permanently in the school hall.

Aboriginal perspectives are integrated across all Key Learning areas so students can develop deep knowledge and understanding about Australia's first people.

Raymond Terrace Public School employs an Aboriginal Education Officer and has appointed a teacher as the school Aboriginal Education coordinator to oversee Aboriginal Education policies, cultural programs, initiatives and events.

Multicultural and anti-racism education

As a part of our Multicultural and anti-Racism Programs the school celebrated Harmony Day by exposing students to a variety of different cultures at a special assembly. Attention was drawn to the many different countries of heritage represented in our school by our students. The school has three trained Anti-Racism Contact Officers (ARCO). Multicultural education is important in facilitating social cohesion and gives students an insight into Australian cultural diversity.

Other school programs

Early Action for Success

Raymond Terrace Public School is supported by one full time equivalent Instructional Leader (IL) and one IL one day per week. The ILs work closely with K–2 teaching staff to specifically improve student outcomes in Literacy and Numeracy.

The Instructional Leaders have been central in ensuring the Literacy and Numeracy strategic directions of the school plan are met. Support includes ongoing K–2 teacher professional development, modelling, mentoring, observation, individual support and coaching. Literacy and Numeracy data is collected on a regular basis for students K–3, and tracked and analysed throughout the year.

Teacher professional learning for K–2 teaching staff

was provided to support consistent teacher judgement, data accuracy and quality teaching throughout the year.

Programs for students with additional educational needs

Raymond Terrace Public School meets the educational needs of a wide range of students. Students with disabilities are supported through the use of integration funding that allows for the employment of School Learning Support Officers, teacher professional learning and the development of specific education programs to meet the needs of these individuals.

In addition to this, the school has three Multi-categorical support classes catering for students with a range of moderate disabilities. The staff on these classes work as a team to plan for the educational progress of all students across the three classes. Students in the multi-categorical classes have the opportunity to integrate into mainstream classes where appropriate. This has benefits for students with disabilities and mainstream students.

Some reverse integration occurs for students in mainstream classes who experience significant needs. They can access the particular skills of the school's special education staff and these staff also offer advice and support to regular class teachers supporting students with additional needs.

The intervention programs of MultiLit, MiniLit and QuickSmart are embedded in the school practices and are overseen by the school learning and support team.

The school uses the skills of a range of district personnel to help meet the needs of a variety of students. Personnel such as Support Teachers (Hearing, Vision, Learning & Support) work with both staff and students in their specialised. In addition, the school employs a speech pathologist two days per week and an OT one day per week.

The school works closely with a range of outside agencies to support individual student's learning and social development. These agencies include, but are not limited to, Family and Community Services (FACS), Hunter Area Health, Kaleidoscope, Child and Adult Mental Health Services (CAHMS), Port Stephens Family Support Services, Paediatric and other health professionals.

The school has also been able to challenge and support students who show advanced academic potential through special research groups and projects and other extension opportunities including debating, Newcastle Herald Writing Competition and Tournament of Minds.

The school Learning Support Team oversees all programs for additional support across the school.

Student Welfare & Discipline Review

The school fosters a safe environment, which is fair to all and places an emphasis on responsible choices. Student welfare continues to be an important part of the

school culture. Continued effective and consistent welfare programs have helped to develop a culture of mutual respect and caring.

Positive Behaviours for Learning (PBL) continues to be the corner stone of a systems approach to supporting appropriate behaviour at school. The PBL team meets regularly and has developed teaching and learning activities to explicitly teach appropriate behaviours at school. The school has installed area specific signage.

Anti-bullying, child protection, drug education, nutrition, water safety and sun safe programs are maintained in the school.

You Can Do It remains the key program to support children's social and emotional development. Whole school teacher professional learning will be held in 2018 (as a refresher or new for new teachers) and further resources were purchased to support staff in delivering the 'You Can Do It!' message.

Values education and You Can Do It

The message of "You Can Do It" delivered through Program Achieve continues to underpin the teaching of values at Raymond Terrace Public School. Explicitly teaching the positive habits of the mind in relation to Organisation, Getting Along, Confidence, Persistence and Resilience and giving student's behaviour specific feedback in relation to these areas strengthens the teaching of values in the school.

The school values of honesty, respect, responsibility, fairness, caring and citizenship are taught across the school.