

Raglan Public School

Annual Report



2018



2927

Introduction

The Annual Report for **2018** is provided to the community of Raglan Public School as an account of the school's operations and achievements throughout the year.

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

Mrs Joanne Cafe

Principal

School contact details

Raglan Public School

Nelson St

Raglan, 2795

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

raglan-p.school@det.nsw.edu.au

6337 3427

School background

School vision statement

At Raglan Public School, staff, students and parents work together to become successful and engaged learners.

School context

Raglan Public School has an enrolment of 260 students including 9% Aboriginal students and 6% ESL. The school has 10 classes and a staff of 22.

Teachers are committed to working together collaboratively to plan and deliver high quality Teaching and Learning. New systems within the school are being established to further support collaboration and analysis of data.

Students come from diverse backgrounds with a wide range of abilities. To cater for the diversity of learning, support is offered to groups of students by the Learning and Support Teacher and School Learning Support Officers. Intensive programs such as Reading Recovery, MiniLit and interventions continue to support individual and small groups of students.

Our NAPLAN and school assessment data indicates that Reading and Comprehension is a focus area for development across the school. All teachers are currently being trained in Focus on Reading and continue to work collaboratively through Instructional Rounds.

Our school maintains a focus on both quality teaching and the provision of a broad range of opportunities in the performing arts and sport at local and state levels.

Our school continues to foster strong partnerships with parents, families and the wider community through Facebook, school website, School Stream and involvement in a range of whole school activities. Our P&C is committed to working with the school to provide resources and foster community engagement.

Raglan Public School continues its membership with the Bathurst Alliance of Schools, the aim being to collaboratively lead and participate in professional learning.

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.

Learning

Learning Culture

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Raglan Public Schools commitment to strengthen and deliver on school learning priorities continues to determine and drive future directions. Structures are in place to monitor and address students learning needs. Processes, products and practices are clearly defined and evaluated for impact. The school monitors and reviews curriculum implementation to meet the requirements of students.

Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Student wellbeing underpins all that occurs at Raglan Public School. The students' cognitive, emotional, social, physical and spiritual wellbeing is address by the Learning Support Team and through Positive Behaviour for Learning (PBL). The

whole school approach to wellbeing has clearly defined expectations and helped to create a positive teaching and learning environment.

Curriculum and Learning

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

At Raglan Public School a collaborative approach to curriculum planning and learning across the school has led to improved practice and student outcomes. The development of strong practices in differentiating learning has commenced.

Assessment

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Raglan Public School has started to develop explicit processes to collect, analyse and report internal and external student and school performance data. Alignment of systems and processes for assessment is a school focus for 2019. Students have commenced using success criteria and feedback to inform their learning. Professional learning in formative assessment has assisted with the identification of targeted areas of learning and student needs.

Reporting

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

Raglan Public School analyses internal and external data to report on student performance. Parents are provided with the opportunity to meet with teachers to discuss student successes and further learning needs.

Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

The Premier's Priorities, to increase the proportion of NSW students in the top two NAPLAN levels by 8% by 2019, remains integral to our planning and milestones. Reading and numeracy will remain a focus as identified areas of growth.

Teaching

Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Instructional rounds are a tool which is used to identify gaps in teaching and learning and develop strategies to improve outcomes.

Data skills and use

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Teachers use diagnostic, formative and summative assessments to compare student data. Results indicate that numeracy is an area which requires targeted support. Consistent assessment practices are an area of development.

Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. All staff maintained individual performance and development plans.

Learning and Development

In all schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Raglan Public School plans for professional learning to align with identified areas of the school plan. Professional learning is school based and targeted with teachers attending activities that relate to their personal development plans. Staff indicated that school based learning should be focused on Numeracy.

Leading

Educational Leadership

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Raglan Public School promotes and supports the development of leadership skills in staff and students. Distributed leadership has provided opportunities for several staff to take on leadership roles. Links with the Bathurst Alliance of schools has been promoted and supported by staff.

School planning, implementation and reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

The school plan is aligned to local and system priorities and is focused on achieving identified improvements. The strategic directions for the 2018–2020 school plan have been determined by ongoing evaluation and progress of milestones to date. The school is committed to equity and high expectations for the growth of each student.

School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.

Raglan Public School strategically plans physical and financial resources. Equitable access to resources including technology and learning spaces supports student learning and improved student outcomes.

Management Practices and Processes

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

Opportunities for the school community and students to provide feedback on school practice and procedures are encouraged.

Our self-assessment 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

Learning

Purpose

Provide quality learning opportunities for students enabling them to be successful, motivated and confident learners ready for their future.

To provide quality learning experiences which support the wellbeing of all students in order for them to connect, succeed and thrive.

Overall summary of progress

During 2018 all teachers were involved in Focus on Reading professional learning. This was the second year of involvement in this initiative. Teacher capacity to support and deliver explicit reading lessons and student assessment practices was enhanced. Formative assessment strategies were incorporated to improve teachers' knowledge and understanding of where to next in student learning and comprehension. Students developed their capacity to self assess and monitor comprehension achievement against the learning intentions and success criteria. Teachers deepened their knowledge and understanding of data skills and how to best use this as evidence when assessing the effectiveness of teaching, learning and assessment programs. Explicit assessment data was used to identify student achievement and where to next.

A whole school wellbeing program was introduced using Positive Behaviour for Learning principals. The school wide expectations of being safe, respectful learners were introduced and wellbeing systems were updated. The creation of a whole school matrix this year, allowed for all staff to begin to actively plan, organise and effectively teach the school expectations. The adoption of PBL has been effective in that it has supported teachers in the promotion of positive wellbeing and resilience for students and helped them to incorporate strategies for developing safe and supportive class and school learning environments. This has enabled a culture of more open discussions, an awareness of student's own emotional state and the factors that impact on their own sense of wellbeing. As a result students have developed a heightened awareness of the need to take responsibility for their own behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase % of students making expected growth in Literacy and Numeracy.	RAM EQUITY Focus on Reading \$20 000	Teachers collaboratively designed and implemented learning tasks which required students to question, discuss and problem solve in cooperative groupings. 70% of students in reading were at or above the expected growth in Reading this is a 31% increase from 2017. 58% of students were at or above the expected growth in Numeracy this is a 12% increase from 2017.
Increased number of students reporting positive, respectful relationships and improved student learning and engagement.	RAM EQUITY PBL \$15 000	A more consistent approach to student wellbeing practices was evident. TTFM student and teacher surveys showed an improvement in engagement and wellbeing for year 4 students. Less major incident referrals occurred during term 4.

Next Steps

Ensure learning is data driven and based on formative assessment practices to enable differentiation and targeted teaching experiences which engage all students. Continue to develop and implement collaborative processes, including regular meetings, observations and feedback, to establish consistency in teacher practice, programming, assessment and reporting. Focus on providing quality opportunities to improve students numeracy skills across the school.

Continue to develop PBL systems and processes to support students to connect, succeed and thrive. Continue our focus on resilience and helping students appreciate the impact their actions can have on other students' wellbeing. Encourage all students to take ownership of their emotions and behaviours.

Strategic Direction 2

Teaching

Purpose

To provide a stimulating and engaging environment for students where evidence based practice is embedded in teaching and learning programs and where positive collaboration and evaluation form the basis of a strong school culture.

Overall summary of progress

Instructional rounds were used to support teacher professional learning and to build a culture of collective enquiry. Evidence based strategies were used to focus on student learning and how to improve outcomes. Staff collaboratively planned, tested, assessed impact and consolidated practices. This practice along with Focus on Reading lead to many changes in the teaching of reading. Teachers have participated in ongoing collaborative planning and monitoring of their teaching and student learning outcomes. Teacher professional learning, weekly meetings and consistent use of student data promoted consistent teacher judgement and allowed for accommodations and adjustments in learning programs. Ongoing assessment and monitoring of individual student progress ensured personalised learning experiences met the individual needs of each learner and assisted them to move towards their learning goals.

Feedback from direct observation of teaching, instructional rounds and collaborative practice, as well as self-reflection met the professional learning needs and goals of the National Education Standards of Australia.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers are working towards higher level of the Professional Teaching Standards.	QTSS \$47,684	All teachers were involved in the personal development planning process. At this stage no teachers have commenced lead and highly accomplished teacher accreditation.
An increased number of teaching practices are collaboratively developed using evidence to inform best practice.	RAM Equity \$30,000	All classroom teachers were released with their stage colleagues to allow for collaborative practice meetings to occur each week.

Next Steps

Experiment with ways of including information from the Learning Progressions into planning documents. Share and expand methods for delivering timely feedback across the school. Develop a scope and sequence for explicit teaching of number. Continue to develop teachers understanding of the Mathematics Syllabus and learning progressions. Focus on what makes an effective maths lesson. Continue developing collaborative practices through Instructional Rounds to consolidate evidence based practices like effective questioning, Gap to Got it, rich task development and effective feedback.

Provide targeted learning support training for SLSOs and align it with their PDPs.

Strategic Direction 3

Leading

Purpose

Provide leadership which supports a culture of high expectation and community engagement which leads to sustainable and measurable whole school improvement.

Overall summary of progress

As part of the Bathurst Alliance of schools staff participated in professional learning sessions across the network. Several staff members took the opportunity to present professional learning session for teachers from other schools in the district. Teachers were given opportunities to reflect on their own professional learning needs to help inform future sessions. All staff were supported by a focus on building staff capacity through professional learning, collegial feedback and reflection.

School Executive participated in instructional leadership development activities as part of the schools work with Instructional Rounds. This led to improved planning and collaboration across the team.

Continued improvement of community and school identity through a focus on engagement and participation was fostered. Our school communication channels were strengthened by the use of Facebook, schoolstream and the school website. A large number of the school community continue to enjoy opportunities to share in their child's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the % of aspiring leaders through building leadership capacity.	RAM Equity \$500	Several staff took the opportunity to present professional learning sessions to the Bathurst Alliance of schools.
Increased parent and community involvement in the school.	RAM Equity \$5,000	Usage data shows an increase in community engagement through our communication channels. Active involvement in all school activities by parents. P&C actively fundraised and supported school projects.

Next Steps

Developing capacity in staff to mentor colleges and effectively delegate responsibilities across events, programs and roles. Continue to offer opportunities to develop leadership skills across the Alliance of schools by coordinating and delivering professional learning. Actively increase participation and engagement from the school community in the planning, implementation and evaluation of school programs, initiatives and future directions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$900.00) 	Students PDPs were developed or updated. Students were involved in a range of cultural activities across the year. Targeted students were involved in the Wagganah (dance group) as part of the Bathurst AECG. NAIDOC week was celebrated at school and as part of the Bathurst AECG celebrations.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$18 000.00) • Low level adjustment for disability (\$30 000.00) 	Identified students demonstrate growth as measured by NAPLAN and Literacy and Numeracy Continuums
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$47 684.00) 	All executive staff were released from class one day a week to allow for collegial observation, feedback and reflection with their stage.
Socio-economic background	<p>SCHMIC School mentoring and coaching</p> <ul style="list-style-type: none"> • Socio-economic background (\$18 000.00) 	All teaching staff participated in instructional rounds using the plan, test, assess impact and consolidate practices model. Teams focused on student learning and used high level evidence based strategies to move students learning.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	118	136	139	123
Girls	124	131	134	134

Student enrolments have remained steady with an average of 257 students. The student population was very stable with only a few new enrolments or leaving students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	96.5	95.2	94
1	95.5	96.1	94.9	93.5
2	96.1	95.2	96.8	94.7
3	96.3	95.6	95	95
4	96.8	95	95.1	94.4
5	95.5	95.1	94.7	95.3
6	96	94.9	94.6	94
All Years	96	95.5	95.2	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Raglan Public School is proactive in managing student non-attendance with clear and consistent reporting practices existing between home and school. Raglan Public School consistently observes and applies all policy requirements. All attendance is monitored and tracked by the Learning Support Team. Systems and processes ensure student attendance meets policy requirements. If issues arise then parents are contacted and processes instigated to address attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.28
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*Full Time Equivalent

One aboriginal staff member is employed at the school as a School Administration Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

The Raglan Public School teaching staff participated in a range of professional learning opportunities which were aligned to the school's Strategic Directions. Professional Learning was differentiated to address areas of need according to experience including: Executive Professional Development and Bathurst Alliance of schools. All staff are now maintaining accreditation as required by NESA.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	312,179
Revenue	2,412,398
Appropriation	2,285,605
Sale of Goods and Services	3,475
Grants and Contributions	119,566
Gain and Loss	0
Other Revenue	0
Investment Income	3,752
Expenses	-2,333,429
Recurrent Expenses	-2,333,429
Employee Related	-2,122,107
Operating Expenses	-211,322
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	78,969
Balance Carried Forward	391,148

The school's financial management processes and governance structures meet financial policy requirements. Available funds will be consolidated to cover large projects including the resurfacing of the basketball court, a sound system and portable stage in the hall and the development of the school gardens.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,853,012
Base Per Capita	52,790
Base Location	2,397
Other Base	1,797,826
Equity Total	204,586
Equity Aboriginal	13,228
Equity Socio economic	74,518
Equity Language	2,907
Equity Disability	113,933
Targeted Total	94,554
Other Total	81,857
Grand Total	2,234,011

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

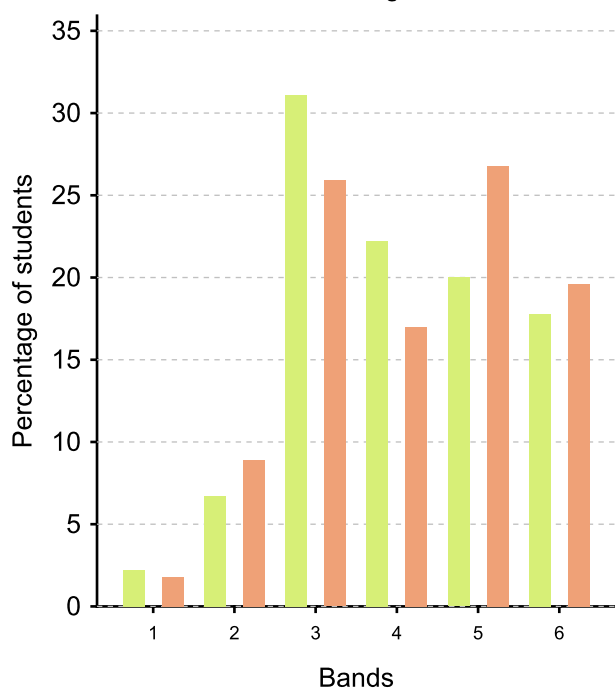
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 the school continued its Focus on Reading project. The percentage of growth in reading was well above the state average. Strong growth was also recorded in spelling, grammar and punctuation. Year 5 trend data in reading, grammar and punctuation shows growth.

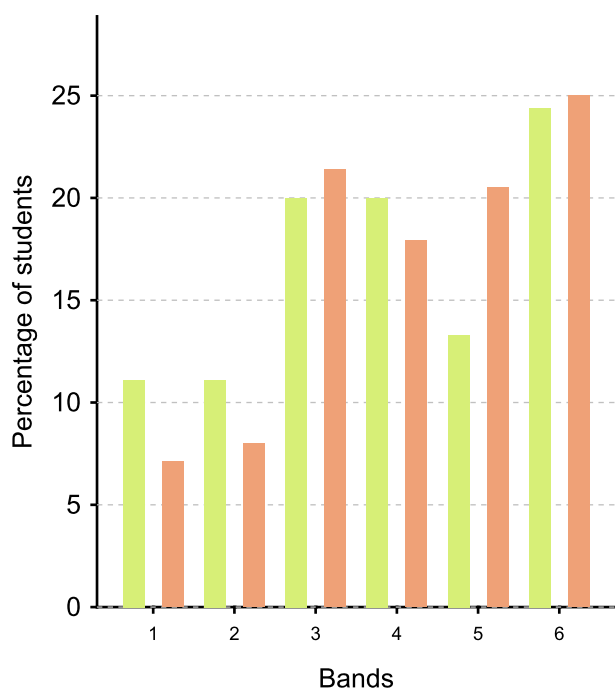
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.2	6.7	31.1	22.2	20.0	17.8
School avg 2016-2018	1.8	8.9	25.9	17	26.8	19.6

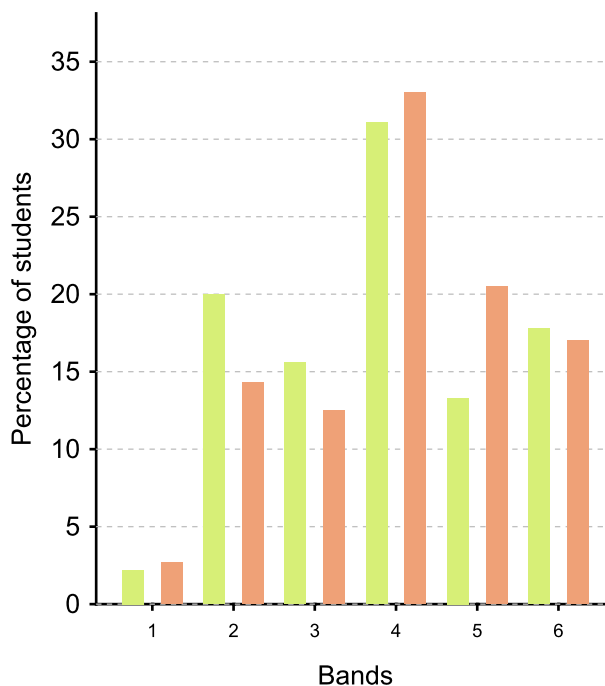
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.1	11.1	20.0	20.0	13.3	24.4
School avg 2016-2018	7.1	8	21.4	17.9	20.5	25

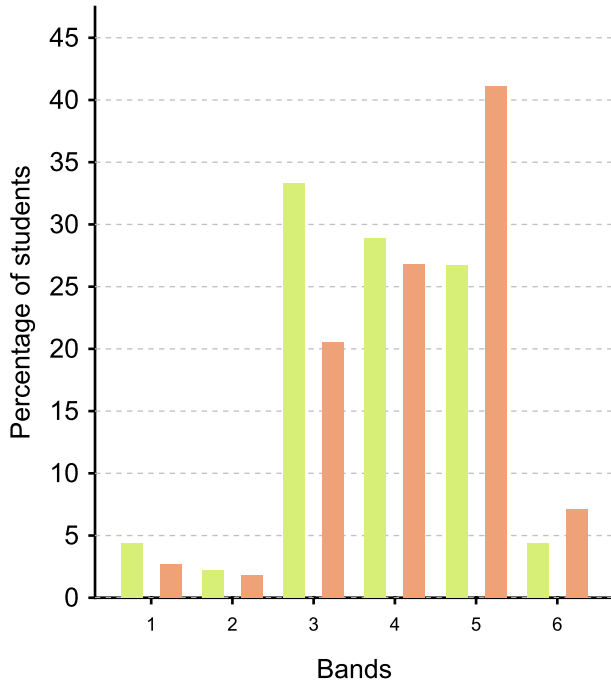
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

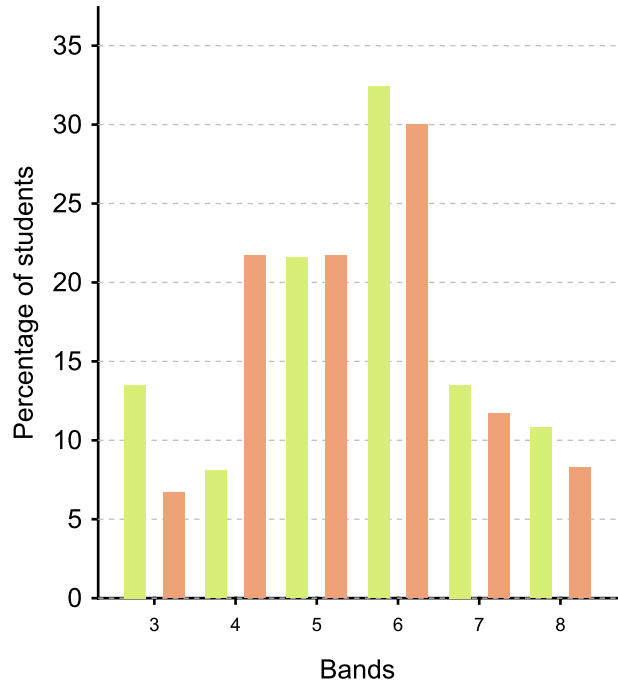
Band	1	2	3	4	5	6
Percentage of students	2.2	20.0	15.6	31.1	13.3	17.8
School avg 2016-2018	2.7	14.3	12.5	33	20.5	17

Percentage in bands:
Year 3 Writing



Band	3	4	5	6	7	8
Percentage of students	5.4	18.9	21.6	32.4	13.5	8.1
School avg 2016-2018	6.7	16.7	26.7	29.2	14.2	6.7

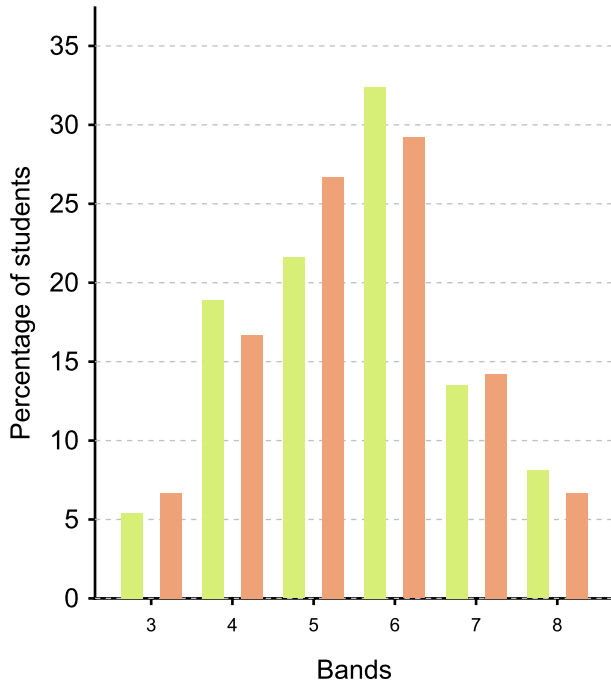
Percentage in bands:
Year 5 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	4.4	2.2	33.3	28.9	26.7	4.4
School avg 2016-2018	2.7	1.8	20.5	26.8	41.1	7.1

Percentage in Bands	
School Average 2016-2018	

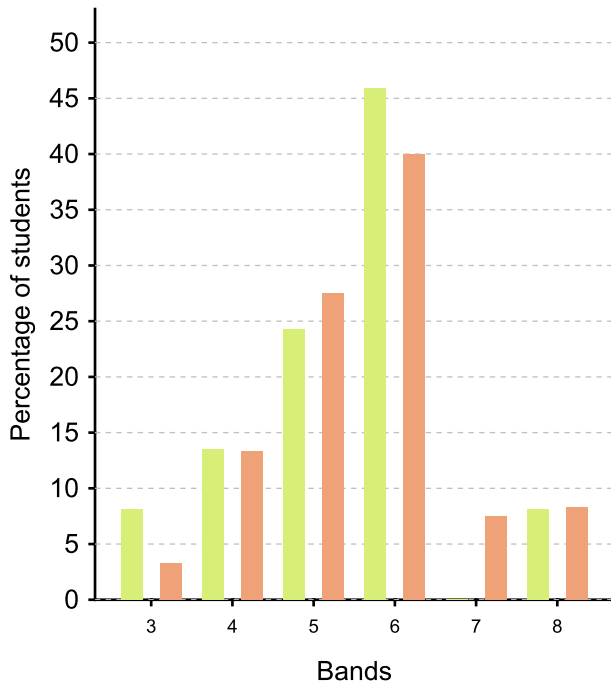
Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	13.5	8.1	21.6	32.4	13.5	10.8
School avg 2016-2018	6.7	21.7	21.7	30	11.7	8.3

Percentage in Bands	
School Average 2016-2018	

Percentage in bands:
Year 5 Spelling

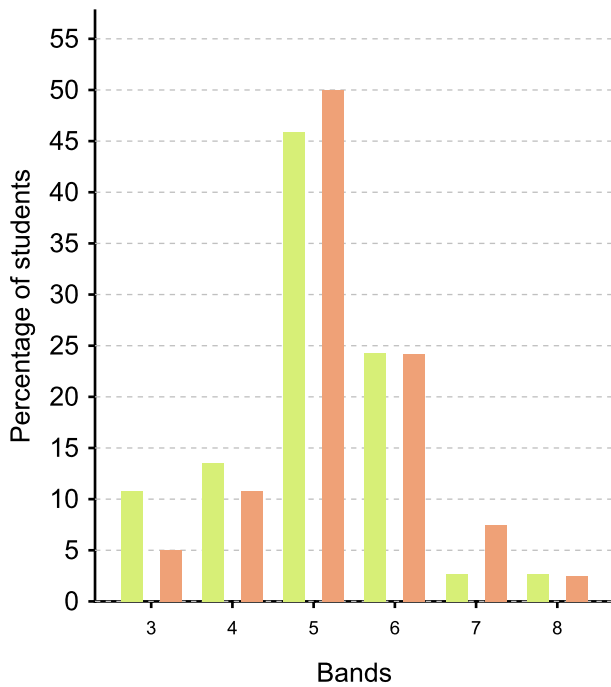


Band	3	4	5	6	7	8
Percentage of students	10.8	13.5	45.9	24.3	2.7	2.7
School avg 2016-2018	5	10.8	50	24.2	7.5	2.5

Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.1	13.5	24.3	45.9	0.0	8.1
School avg 2016-2018	3.3	13.3	27.5	40	7.5	8.3

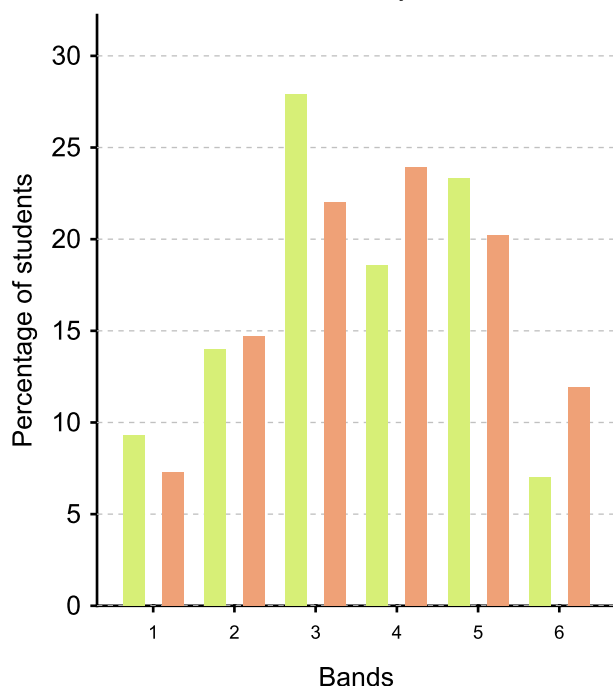
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Numeracy growth is slightly below expected state growth and will be an area of focus in 2019.

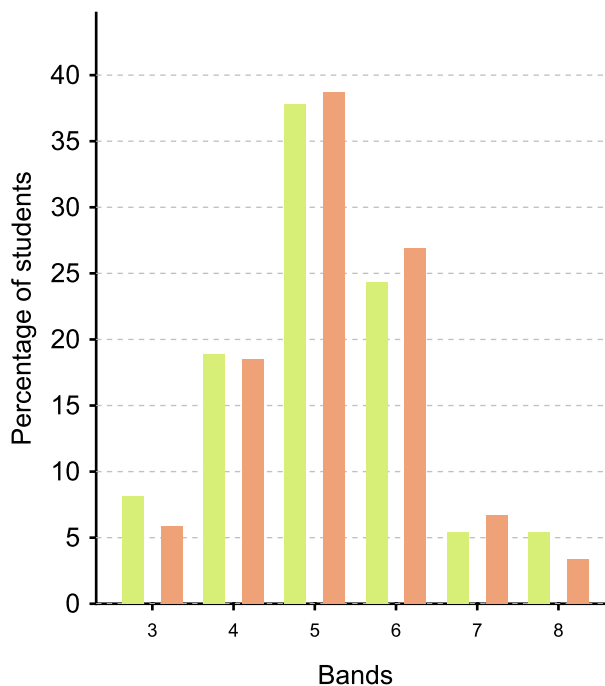
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	9.3	14.0	27.9	18.6	23.3	7.0
School avg 2016-2018	7.3	14.7	22	23.9	20.2	11.9

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.1	18.9	37.8	24.3	5.4	5.4
School avg 2016-2018	5.9	18.5	38.7	26.9	6.7	3.4

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Year 3 writing and spelling shows an increase in the percentage of students in the top 2 bands. Years 3 and 5 reading shows an increase in the percentage of students in the top 2 bands. Year 5 grammar and punctuation shows an increase in the percentage of students in the top 2 bands.

Years 3 and 5 numeracy shows an increase in the percentage of students in the top 2 bands.

Parent/caregiver, student, teacher satisfaction

Student satisfaction information was obtained from the Tell Them From Me Survey. Parent satisfaction information was collected from informal discussions, surveys on school services, social media responses and feedback from the P&C.

Policy requirements

Aboriginal education

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education. 100% of Aboriginal students have Individual Education Plans developed and receive additional support where required. Aboriginal perspectives are incorporated into Units of Inquiry. Increase in staff understanding of Aboriginal culture and history. Students were involved in Bathurst AECG activities and were part of the Wagganah dance group.

Multicultural and anti-racism education

Raglan Public School continues to promote multicultural education through a range of initiatives: Teachers recognise and respond to the diverse cultural needs of the school community. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Two staff members are currently trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.