

Raleigh Public School

Annual Report



2018



2931

Introduction

The Annual Report for **2018** 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.

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 strive to create engaging classrooms, lessons and activities and have worked collaboratively on whole school projects such as 'The Big Write' and Creative and Critical Thinking, 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 Kids in the Kitchen program 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 2018 included our Choir placing third in the Small School's section of the Coffs Harbour Choral Eisteddfod and our Small Schools swimming and athletics relay teams making it to the North Coast Championships. Our Year 4 to 6 students attended an excursion to Cascade Environmental Centre with Orama and Repton Public Schools, further developing friendships that they can take to high school in the future. In 2018, our amazing families and staff supported a variety of charities across the year raising a total of \$800. The charities we supported included: Stewart House Donation Drive, Jeans for Genes Day, Day for Daniel, Crazy Hair Day for the Leukaemia Foundation, Deafness Foundation, Oxfam Unwrapped, Asthma Foundation and Pirate Day for kids cancer. Well done to our school community!

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.

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 highest potential in an inclusive and supportive environment, to create future, community-focused global citizens.

School context

Raleigh Public School is a 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 Community of School (BVCoS) and Bellinger-Dorrigo Small Schools Network (BDSSN), which includes Dorrigo, Dundurrabin, Hernani, Orama and Raleigh Public Schools.

The local school zone 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 29 students for 2018, with 3% of students being Aboriginal. Our School's average 2016 and 2017 Family and Occupation Index (FOEI) was measured at 103, 27.7% of students were in Quartile 1 and 13.8% in Quartile 2.

Our school has a large leafy, natural play area, including a flat sports field, orchard, kitchen garden, chicken pen and is surrounded on three sides by farm land. We have both a full sized undercover basketball court and covered play area. 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 TP2 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 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 in the School Excellence Framework domain of Learning:

Our school is Delivering in the elements of Learning Culture, Curriculum and Student Performance. We have a Learning Culture of high expectations for student learning within our school and our partnerships and relationships with parents support clear improvement aims and planning for learning. We celebrate and reward positive attendance and behaviour and promote this to our school community. Our transition and leadership activities, build strong relationships and collaborations between the parents, students and community. Within Curriculum, our teaching and learning programs meet the requirements of DoE and NESA, with teaching and learning centred on the individual needs of all students. Teachers have developed strong collegial relationships and have been developing programming formats to demonstrate differentiation within lessons and the classroom. Student Performance Measures help us identify student growth with external and internal data. This has helped us develop needs based literacy and numeracy groups. Our value-added is not significantly lower than the value added by the average school, but may be unreliable due to our small student cohort. In 2017, 71.43% of students met the Premier's Priority of being in the top two bands in reading and numeracy.

We are Sustaining and Growing in the elements of Wellbeing, Assessment and Reporting. We have a planned approach to Wellbeing and every student can identify at least one staff member who they can go to for advice or assistance. Our whole school approach to wellbeing and engagement is supported by reliable student and parent feedback and data, analysed from biannual surveys. We have clear expectations of behaviour and communicate these during transition activities, such as our School Transition and Readiness Training program, to ensure an effective environment for learning across the school. Reliable Assessment is used to inform teaching and support learning. We have whole school assessment practices, such as Big Write follow up lessons and our Consistent Teacher Judgement days to assess

writing. These create opportunities for students to receive feedback on their progress and achievements and they are beginning to develop goal setting strategies to support their own individual learning. Reporting practices in our school provide clear, accurate and timely information to support further student progress and achievement in learning. Whole school reporting on student and school performance data is evident in our Annual School Report. Twice a year we send home individual, academic student reports to share personalised, individual learning progress and achievement with parents. Parents are then invited to discuss their child's progress with follow-up parent-teacher interviews.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Our school is Delivering in all areas of the Teaching Domain. Within Effective Classroom Practice, our school has a strong culture of collaboration to share curriculum, knowledge and student information to inform programs, which meet the needs of all students. A school wide approach to effective classroom management creates a positive environment for learning and consistency across the school. Teachers respond promptly to students and provide feedback and expectations of how to improve, at the point of need. Smaller literacy and numeracy groups, allow students to have a better student teacher ratio and access to teacher support. These groups are formed using internal and external data and the Data Skills and Use, allow us to analyse student progress and inform future planning. Achievement of student progress and progress of the Strategic Directions are shared with the community in the Annual School Report. Professional Standards are evidenced by our teaching staff striving to improve practice and include the Australian Professional Standards in our Performance and Development Plans. Literacy and numeracy is taught across all subject areas and specific professional learning has built on our understanding of teaching specific literacy and numeracy strategies to meet our strategic direction priorities. Within Learning and Development, professional learning experiences are shared and discussed collegially with all staff, to improve whole school practice. Staff work collaboratively to build skills, teaching practice and effective teaching programs. These demonstrate knowledge of current content across all teaching areas and work together to provide additional support and offer expertise when relevant. Technology and learning spaces are integrated into lessons and used flexibly to enhance student learning. We identified the need to implement formalised mentoring and observation practices, but due to unexpected illness, this project has been delayed until later in the year.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Our school was increased to Sustaining and Growing by the panel in Educational Leadership and Management Practices and Processes. The implementation of syllabuses, assessment and reporting processes meet all requirements for student learning. There is a culture of high expectations amongst the teaching staff and the performance and development policy is implemented and annual reviews undertaken. Within Management Practices and Processes, we use pre and post surveys to gain feedback on school performance, community engagement and satisfaction, from both students and parents and also offer opportunities for parents and community members to engage in a range of school activities. Our school newsletter and Facebook page offer a positive way of engaging with the community and providing services and information to support parental engagement and satisfaction.

We are Sustaining and Growing in the elements of School Planning, Implementation and Reporting and School Resources. All of our staff have been involved in the planning, implementation and monitoring of our school plan and milestones and this has allowed the staff to understand what they can do to support our continuous improvement towards meeting our strategic directions. Our parent and student community were involved in developing our current plan and the Annual School Report shares our progress and achievements with the wider community. We strategically use School Resources to creatively and flexibly use the school learning environment to support student learning within our school design and setting. This has included using learning spaces to meet the needs of our students in our smaller literacy and numeracy groups. Our Kids in the Kitchen program utilises classroom spaces, the creation of a cooking area within the permanent classroom and an electricity upgrade to the room, allow lessons to run effectively. All students have access to technology and this is integrated into lessons to support learning. Strategic financial management is used to maximise resources and allocate staffing to support the achievement of our strategic directions and optimise learning for all students.

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

Learning

Purpose

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focused approach to professional learning and developing creative and critical thinking skills and strategies in students and staff, including developing in students the ability to set goals, self-reflect and articulate their learning.

Overall summary of progress

All teaching staff attended professional learning in the area of Creative and Critical Thinking (CCT), dispositions and project based learning. The whole school was introduced to the dispositions and why it is important to develop these skills. We are happy with the progress we are making towards achieving our improvement measures, in the first year of the new planning cycle. As the concepts of the dispositions were new to students we felt it was important for all students to consolidate their understanding of what each of them mean and how they can demonstrate they are using them. Once they have a better understanding of the dispositions we will then move on to the students tracking their own progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students, staff and parents indicate that students demonstrate the seven dispositions most of the time.	Professional Learning funds and additional money allocated to professional learning were used for: <ul style="list-style-type: none">• 4 x casual teachers to cover classes (\$2000)• 5 x course fees (\$1320)	<ul style="list-style-type: none">• All teaching staff attended the initial Minds Wide Open, one-day course about the Dispositions and Creative and Critical Thinking(CCT);• PL meetings consolidated learning and developed a plan to implement CCT across the whole school. Whole school Disposition lessons occurred;• Pre and post surveys were sent home to parents with an average increase from 37% to 55% of parents saying their child demonstrates the dispositions most of the time;• Teachers tracked the students' dispositions and they saw an average increase of students using the Dispositions rise from 11% to 28% during the year.• Students did not rate their own dispositions as they are a new concept and they need to consolidate their understanding of them. This will be done in 2019; and• Two teachers attended a second Minds Wide Open course on CCT and Project Based Learning.
Parents and students indicate increased wellbeing and engagement, between students and school.	No additional funds were expended to meet this improvement measure.	Parents completed pre and post surveys to evaluate the school in a number of areas. Some of the results follow: <ul style="list-style-type: none">• In the pre survey 96% of families agreed with the statement 'I am pleased that my child attends this school, while 4% disagreed. In the post survey, 100% agreed with the statement;• In the pre survey 96% of families agreed with the statement 'My child has a sense of belonging to their school and community,' while 4% did not know. In the post survey, 100% agreed with the statement;• 100% of families agreed or strongly agreed with the statement 'Teachers at this school provide a stimulating and challenging environment for my child';• 100% of children indicated that they have an

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents and students indicate increased wellbeing and engagement, between students and school.		adult at school that they can talk to if they have a problem; <ul style="list-style-type: none">• 81% of the students indicated that they enjoy doing the activities we do at school; and• 100% of children indicated that they like coming to school and feel happy at school.

Next Steps

- Continue to develop the language of the dispositions across the school and develop the students' skills to track their own disposition skills.
- Develop a whole school Creative and Critical Thinking (CCT) program, which will introduce the CCT skills within a project based learning framework.
- Offer a Creative and Critical Thinking workshop to parents, so that they can better understand the dispositions and help support their use at home.
- Purchase the ACER Six Star Wellbeing survey to track students wellbeing who are eight years and above.



Strategic Direction 2

Teaching

Purpose

Highly skilled and passionate teachers are an essential part of improving students outcomes. Raleigh Public School's purpose is to create a stimulating, challenging, yet supportive professional environment for teachers, which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the whole school.

Overall summary of progress

Across the school, five days a fortnight the LAST allocation and staffing entitlements were used to form three literacy and numeracy groups. These groups were based on the needs of the students and allowed smaller student to teacher ratios for explicit teaching.

Full time teaching staff undertook professional learning around the implementation and release of the Learning Progressions and introduced these to the part-time teacher during staff meetings. One teacher undertook further training in using Plan2 and led professional learning at staff meetings to up skill the other teachers.

A whole school approach to teaching writing was implemented across the school using 'Big Write' strategies and explicit teaching of the Vocabulary, Connective, Opener and Punctuation (VCOP) skills. All students completed cold write tasks each term and these were assessed using Consistent Teacher Judgement (CTJ), with all teaching staff. Students were given feedback on their writing and were introduced to goal setting for future learning.

Students were introduced to an online mathematics fluency program which was implemented in Years 1 above. Students in Years 4, 5 and 6 utilised the program at least three times a week and showed the most fluency gain, which was then able to be transferred into other areas of maths.

The lesson observation project was delayed due to long term illness affecting one staff member and the need for consistency of the implementation of the lesson observations across all teachers. At the end of 2018, we were at the research stage of the lesson observations and were specifically looking at lesson walks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students at or above expected growth in writing on the learning progressions.	<ul style="list-style-type: none">• LaST and staffing entitlement was used to create a third class, five sessions a fortnight– Equity LaST (\$20 823)• SLSO x 6hrs week to support Literacy– Equity (\$10 875)• Learning Progression and Plan 2 professional Learning – Literacy and Numeracy (\$1000) and Professional Learning (\$500).• CTJ assessment days – 10 casual days form global budget (\$5000)	<ul style="list-style-type: none">• Smaller classes formed for Literacy, based on needs base. Explicit teaching in smaller groups;• Two teachers attended Staff Development Day with Kororo Public School to further develop Big Write and VCOP skills, strategies and assessment;• Professional Learning completed around the implementation of the Learning Progressions and differences from the continuum;• Further professional learning around the introduction and release of Plan 2 to track the Learning Progressions;• Experimented with tracking writing using the Creating Text Progressions; and• There was not enough information to assess growth due to the late release of Plan 2.
Increase the percentage of students at or above expected growth in number on the learning progressions.	<ul style="list-style-type: none">• LaST and staffing entitlement was used to create a third class, five sessions a fortnight• SLSO x 2hrs week to support Numeracy –Equity	<ul style="list-style-type: none">• Online grant obtained to trial the use of 'Reflex' for mathematical fluency;• Smaller mathematics groups formed five days a fortnight to target mathematics on a needs base; and• Professional learning on Plan 2 allowing us to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students at or above expected growth in number on the learning progressions.	(\$3625)	plan for 2019 to trial tracking using Additive Strategies and Multiplicative Strategies

Next Steps

- Purchase the online program Reflex for all students from Year 2 to Year 6, to increase mathematical fluency. This is to be utilised by students at least three times per week.
- Track all students against the Creating Texts, Arithmetic Strategies and Multiplicative Strategies on the Learning Progressions.
- Complete Sena 1 and Sena 2 tests on all students to allow tracking on the progressions.
- Allocate additional CTJ days per term to allow for the Numeracy tracking.
- Professional Learning on Effective Feedback to ensure high quality and consistent feedback is given to all students.
- Professional Learning and implementation of Lesson Observations with teaching staff.
- Revise the wording of the Improvement Measures for 2019 to reflect the Learning Progressions language.



Strategic Direction 3

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 an active role in programs and activities being offered. The 'Kids in the Kitchen' (KiK) and 'Reduce, Reuse, Recycle' programs encourage healthy eating and lifestyles and environmental awareness, to create responsible lifelong learners. Promotion of the school and its programs to the wider community, to build student numbers and ensure the longevity of Raleigh Public for the future.

Overall summary of progress

During Term 1, students participated in whole school Kids in the Kitchen (KiK) lessons so that the more experienced students could mentor those students with less experience. From Term 2 onward, the classes separated and the 3–6 class cooked a lunch meal, while the K–2 class cooked recess for all of the students and staff who participated. Students were encouraged to try new tastes and participate in the program by paying for the meals. Many students found that they enjoyed tastes and meals they previously had not tried or liked.

In 2018, we decided not to use school funds to pay for the Playgroup facilitator for the Playgroup as we were not gaining enrolments from the families attending Playgroup. This meant that playgroup ceased running in Term 2, due to a lack of interest from families without our facilitator. Our School Transition and Readiness Training (START) program started mid Term 3. Although we had smaller numbers than usual, we had 50% of the attendees enrol and begin in 2019, although none were local enrolments.

We have continued to try to increase the awareness within our local intake zone that Raleigh Public School is their local school, by promoting the school with a letterbox drop. We have also spoken to the local preschools and real estates to remind them of where our local intake zone is to try to involve them in talking to possible new enrolments about our school. We have spoken to the local bus company to inform them of our intake zone and the need for access to students attending their local school, so that they do not enrol elsewhere. We have also tried to promote the wonderful things we do by regular posts on our school Facebook page, which had 101 followers at the end of 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased confidence, cooking skills and number of students participating in KiK meals.	The KiK program is funded by students and staff paying for the meals that are cooked. The selling of excess produce and the sale of our chickens' eggs pays for fertilizer, mulch and plants for our Kitchen Garden and chicken food.	<ul style="list-style-type: none">• In the pre survey 78% of parents strongly agreed or agreed that their child was more interested in food preparation, 17% disagreed and 5% strongly disagreed. In the post survey this increased to 83% strongly agreeing or disagreeing and 11% disagreeing, 5% stated that they did not know;• 100% of the students felt that they had learnt about healthy food and healthy eating and that they like cooking ;• 100% of the students in the 3–6 class and 94% of students in K–2 class indicated that they were willing to try new foods in KiK; and• An average of 93% of students participated in the KiK program.
Increased local enrolments.	START advertisement in the local newspaper (\$340)	<ul style="list-style-type: none">• School pamphlet was updated and included 2018 START information. These were letterbox dropped to all houses in the Raleigh intake zone;• Local preschools were contacted to discuss students attending from the Raleigh intake zone. Pamphlets were distributed to the preschools. Only two children living in our zone attending preschool. One student's sibling already attends another school nearby;• START program commenced mid Term 3. Five children attended the come and try regularly. Four

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased local enrolments.		<p>parents attended the parent information session in Term 4. Two children enrolled in 2019. Of the other two possible enrollments, one moved away and the other enrolled in their local school; and</p> <ul style="list-style-type: none"> School activities promoted on the School Facebook and articles submitted to the local newspaper.
Increased parent satisfaction that their child attends Raleigh Public School from 82% to 90%.	Nil costs	<ul style="list-style-type: none"> In the pre survey 74% of parents strongly agreed that 'I am pleased that my child attends this school', 22% agreed and 4% disagreed; and In the post survey this increased to 89% strongly agreeing and 11% agreeing with the same statement.

Next Steps

- Focus on our package free lunch promotion and KiK to increase participation in 2019.
- Increase the students involvement in planting, maintaining and harvesting the Kitchen garden so that it is better utilised in 2019.
- Letterbox drop pamphlets within the local intake zone to promote the START program and notify parents of which school is their local school.
- Continue to promote school activities in the local newspaper and on the Raleigh Public School Facebook page.
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO (\$1518) NAIDOC Day (\$126)	<ul style="list-style-type: none"> • The smaller literacy and numeracy groups were established and the School Learning Support Officer (SLSO) worked within the classrooms to support these; • The smaller classes allowed for explicit teaching of students on a needs base and more one on one support; • We promoted genuine contact and strengthened partnerships between school and families by regular contact and open and friendly communication between home and school; and • Raleigh Public School hosted NAIDOC Day celebrations with Crossmaglen and Orama Public Schools and the Principal of the Cascade Environmental Education Centre. 100% of our students participated in a cultural workshop run by the Aboriginal Discovery Ranger, while teaching staff ran activities focused on art, cooking and traditional sporting games. 92% of the students in the Year 3 to Year 6 class indicated that they felt they had increased their Aboriginal cultural awareness at the end of the day.
Low level adjustment for disability	LaST entitlement 0.2 (\$20823) SLSO (\$5114)	<ul style="list-style-type: none"> • LaST entitlement was used to form an additional class five days a fortnight to target literacy and numeracy on a needs base; • The SLSO was used to support these smaller literacy and numeracy classes, across the school for 8 hours per week; and • 100% of students increased their speed and accuracy doing basic addition and subtraction facts. 67% of students in Years 2 to 6, improved speed and accuracy with multiplication by at least 25% and 60% achieved this with division.
Quality Teaching, Successful Students (QTSS)	QTSS entitlement 0.054	QTSS entitlement was used across a variety of areas in 2018: <ul style="list-style-type: none"> • A teacher was released to update and rewrite our student, parent and staff surveys to align with the new planning cycle; and • Teachers across each term were released to meet with students in small groups or individually for feedback and goal setting.
Socio-economic background	SLSO (\$9436) Swimming and Water Safety Program subsidy (\$589)	<ul style="list-style-type: none"> • The smaller literacy and numeracy groups were established and the School Learning Support Officer (SLSO) worked within the classrooms to support these; • Students completed pre and post spelling tests using the South Australian Spelling Test. At the beginning of the year 49% of students in Years 1 to 6, had a spelling age above their chronological age. In the post test this increased to 61% of students being above their chronological age; and • To support our families with the expense of the School Swimming and Water Safety program we subsidised the cost for all students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	14	8	20	16
Girls	13	12	15	12

Enrolment numbers in 2018 dropped due to just over 25% of the student body 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	2015	2016	2017	2018
K	94.6	98.9	92.2	93.5
1	91.9	91.9	96.9	89.8
2	95.6	95.1	96.2	87.8
3	97.3	95.7	94.6	92.6
4	96.7	96.8	96.4	94.2
5	93.4	89.5	97	83.8
6	96.7	100	93.2	95.9
All Years	96	93.2	94.7	91.2
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

High value is placed on student attendance at Raleigh Public School and attendance requirements are included in the newsletter throughout the year. Students who do not return an absence note, phone call or text to explain the reason for their absence are given an 'Absence Slip' on their day of return to take home, have filled out and returned.

If students are absent for longer than two days without notification of a reason to the school, a welfare phone call is made to check on the student.

If a student has increased absences or patterns of absences, then an appointment is made with the parent/s to discuss the requirements and expectations of attendance. If this does not resolve the attendance issues a formal attendance letter is sent home and the Home School Liaison Officer is notified.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	100
Postgraduate degree	39

Professional learning and teacher accreditation

Throughout 2018, staff at Raleigh Public School have participated in a range of professional learning activities. These activities included face to face sessions and Adobe Connect sessions. The school used both the Planned School Budget Allocation for Professional Learning and additional funds from our global budget. External Validation training and compiling of External Validation evidence and report took a significant amount of funds during this process. Additional training for teaching staff included HR staffing changes, Creative and Critical thinking

including Dispositions and Project Based Learning, CPR and face-to-face anaphylaxis training, NAPLAN online training, Best Start, Road Safety Education, Learning Progressions, Plan 2 and teaching Reading. One teacher and the SAM participated in three days of Connecting to Country training. The principal and SAM attended and/or participated in budget training, HR Staffing changes, further and ongoing SAP training and updates and training on the new school website platform. The SAM also did additional budget training, including Overview reports.

In addition many Principal Release days involved professional learning around school management, implementations and updates of Department of Education, Bellinger–Dorrigo Community of School meetings, Coffs Harbour and Mid Coast Valley Network meetings, HR Staffing and budgeting training.

Staff Development Days were utilised to undergo training in many areas such as: Child Protection, Code of Conduct, Corruption Prevention for Public Schools, VCOP and writing Strategies, Creative and Critical Thinking planning, differentiation and programming and new syllabus implementation.

One teacher successfully underwent maintenance of her accreditation through the NSW Education Standards Authority (NESA) processes in 2018.

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	23,384
Revenue	562,507
Appropriation	540,842
Sale of Goods and Services	1,688
Grants and Contributions	19,545
Gain and Loss	0
Other Revenue	0
Investment Income	431
Expenses	-495,994
Recurrent Expenses	-495,994
Employee Related	-459,562
Operating Expenses	-36,432
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	66,513
Balance Carried Forward	89,897

2018 was the first year of the Enterprise Financial Planning Tool (eFPT) and completing the budget accurately was in the learning phase. During 2018 a substantial amount of funds were expended on staff absences due to unexpected illnesses and much of this expenditure was reimbursed to the school and this was unexpected. The school has set aside money to cover the replacement of equipment such as the photocopier, chainsaw and computers and iPads in the classroom, as well as replacement of the synthetic soft fall for the playground equipment. Further training in the use of the eFPT will allow more accurate tracking and expenditure of funds in 2019.

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	452,491
Base Per Capita	6,768
Base Location	9,661
Other Base	436,061
Equity Total	37,606
Equity Aboriginal	1,644
Equity Socio economic	10,025
Equity Language	0
Equity Disability	25,937
Targeted Total	0
Other Total	5,635
Grand Total	495,732

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 2018, Raleigh Public School completed NAPLAN online. This was a positive experience for the students and staff involved.

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, Year 3 and Year 5 sat the annual NAPLAN online 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 were less than 10 students per grade.

In 2018, Year 3 and Year 5 sat the annual NAPLAN online 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 were less than 10 students per grade.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* requires schools to comment on students in the top two NAPLAN bands. In order to maintain confidentiality and comply with the NSW Department of Education guidelines, we are unable to comment on the students' results as there were less than 10 students per grade.

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. 96% of families returned pre surveys and this dropped to 75% returning post surveys. 100% of teaching staff and students responded to the survey.

At the beginning of the year, 82% of families agreed or strongly agreed, 9% disagreed and 9% felt they did not know, that 'This is a school where learning is aimed at individual needs.' In our post survey 100% of families agreed or strongly agreed with this statement and 100% of staff strongly agreed with this statement.

At the beginning of the year, 91% of families agreed or strongly agreed that 'The school clearly communicates information about my child's progress' and 9%

disagreed. In our post survey, this increased to 95% of families agreeing or strongly agreeing with this statement and 5% disagreeing.

At the beginning of the year, 78% of families agreed or strongly agreed that 'My child is more interested in food preparation,' 17% disagreed and 5% strongly disagreed. In our post survey, this increased to 84% of families agreeing or strongly agreeing with this statement, 11% disagreeing and 5% being unsure. 100% of staff felt that they could see improvement in all students cooking skills and interest in food preparation over the year. At the beginning of the year, 78% of students felt that they have learnt about healthy food and eating at school, and the other 22% felt that they sometimes learn about this. At the end of the year, this increased to 88% saying they had learnt about it and 12% feeling like they sometimes do.

At the beginning of the year, 96% of families agreed or strongly agreed and 4% disagreed with the statements, 'They are happy with the package free lunch program' and 'This is a school where teachers and families work in partnership to support students' learning.' In our post survey, this increased to 100% of families strongly agreeing or agreeing with these statements, as did 100% of staff.

All children indicated that they have an adult at school that they can talk to if they have a problem.

Policy requirements

Aboriginal education

Aboriginal background funding was received by Raleigh Public School in 2018. This funding was used to employ a School Learning Support Officer to support Literacy and Numeracy across the classrooms. The funding was also used to support NAIDOC Day celebrations.

NAIDOC Day celebrations were hosted at Raleigh Public School with students and staff from Crossmaglen and Orama Public Schools joining us for the combined celebration. The day included cultural and historical workshops by Aboriginal Discovery Ranger, Uncle Mark, as well as cooking, art and traditional Aboriginal sporting games.

The students and staff were keen to continue the Gumbaynggirr language lessons. However due to high interest from schools and a shortage of trained tutors, this was unable to occur in 2018.

In 2018, one of our classroom teachers and our School Administration Manager participated in Connecting to Country training. This valuable program consolidated learning about Aboriginal perspectives. As well as broadening 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 assemblies, community gatherings and performances.

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



Multicultural and anti-racism education

Multicultural perspectives are embedded across all teaching and learning programs at Raleigh Public School. 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. We are involved in the traditional activities of dressing in orange and learning and participating in lessons about Australia's multicultural diversity.

Within our Kids in the Kitchen program, we extend our Harmony Day celebrations to cook a multicultural feast to be shared with the students and staff. In groups the students chose dishes from around the world, the planned, budgeted and cooked their chosen meal. The whole school came together to share a delicious multicultural meal and experience foods and flavours from around the world.

For Harmony Day, we also came together to work co-cooperatively together in multi-age groups to construct bright and colourful individual kites. The students then flew these kites, in harmony, in our school playground. This was a symbol of the sense of belonging that all cultures should feel, being a part of multicultural Australia.