

# Raglan Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

This Annual Report provides a snapshot of Raglan Public School's teaching and learning journey, the school's participation in many events and student outcomes for 2019. Some highlights of the year include: intensive professional learning in the area of numeracy, the development of a school vision for Mathematics, the continuation of the School Wide Positive Behaviours for Learning Framework and the facilitation of collaborative practice. The school continues to develop community and parent partnership, both critical elements in an environment focused on student success. The students have been great ambassadors for Raglan in 2019 representing the school in a range of events and initiatives.

Jo Cafe | Principal

### Message from the school community

2019 has been a successful year with the following major fundraising events being held. The Mother's Day and Father's Day stalls supported by donations from the school community. The school fete, with a 'Super Hero' theme, demonstrating a true collaboration between the school and the wider community. The first ever Colour Run which was an outstanding success and has cemented itself as annual event on the calendar. The canteen has done an amazing job in getting the new menu and online ordering system up and running – it was a mammoth job and the volunteers are continuing to go above and beyond for the benefit of the school community and the children. P&C financial contributions included a significant contribution to the Library, the installation of playground markings and the rehabilitation of soft-fall under the playground equipment. Supporting the school and parent community is paramount for the P&C and the school is fortunate to have such a dynamic and committed parent body working towards the children's future.

### Message from the students

At the beginning of the year the leadership team attended the GRIP leadership conference. As a member of a team, students were given the opportunity to actively contribute in decision making processes of the school, take on leadership roles, act as effective role models for younger students and offer responsible service to their school and peers. In 2019 the SRC students supported a variety of school activities including Do it for Dolly Day, Harmony Day, Support a Farmer Day, ANZAC Day and Education week ceremonies, students positive behaviour activities and school assemblies.

## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Increase % of students making expected growth in Literacy and Numeracy.

Increased number of students reporting positive, respectful relationships and improved student learning and engagement.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and Learning

Deliver quality student centred learning experiences that are data driven, based on strong assessment practices which enable students to achieve learning goals.

Evaluation	Funds Expended (Resources)
<p>Questions: How has our practice changed in relation to collection and use of data to inform our teaching? What has been the impact on student learning? Are our resources being used effectively? Do teachers feel confident using the progressions?</p> <p>Data: Teaching programs, instructional rounds observation and reflection data, student formative and diagnostic assessment data, ALAN data, TTFM</p> <p>Analysis: Each stage has developed a program template which was used to collaboratively program mathematics units of work. A maths scope and sequence was trialled and modified by each stage to meet their needs. Student pre and post test data was collected every three weeks then analysed and used to inform grouping of students for the next unit of work. Professional learning on 'Effective pedagogy in mathematics' and 'Targeting the big ideas in mathematics' has occurred.</p> <p>Implications: Students were grouped according to their understanding of a key concept. Units of work were collaboratively planned using a 'Gap to Got It' model and 'What Good Looks Like'. Students began to develop a clear understanding of where they're at and where to next in their learning. Teachers have reported a growing understanding and confidence in their teaching of numeracy. Teachers trialled a variety of teaching methods within their maths groups. Support staff worked with targeted students on gaps in their learning.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li></ul>

##### Process 2: Student Wellbeing

Develop a whole school research based integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Questions: What is the student data tell us about the effectiveness of the student wellbeing practices? What are the next steps for the PBL action plan?</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$9000.00)</li></ul>

## Progress towards achieving improvement measures

Data: PBL action plan, SENTRAL wellbeing data, TTFM, PBL meeting minutes, student attendance data, student take up of school activities

Analysis: PBL data for Semester 2 indicates that 3% of our students were in the yellow zone compared to the system average of 10%, 0% of our students were in the red zone compared to the system average of 5% 97% of our students were in the green zone compared to the system average of 85%. This data indicates that PBL strategies are effectively being implemented in all areas across the school. The PBL survey indicated that students have a strong understanding of the school wide expectations. There has been an increase in the number of students reaching merit and bronze level during semester 2 95% reaching bronze level, 54% reaching silver level and 18% completing gold level.

Implications: Consistent and transparent wellbeing practices are in place. Of students who have received major behaviour referrals only six have reoffended. A greater number of students are being regularly acknowledged for following the school expectations. Staff require further professional learning on what are major and minor behaviours and how to enter data on SENTRAL.

## 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.

#### Improvement Measures

Teachers are working towards higher level of the Professional Teaching Standards.

An increased number of teaching practices are collaboratively developed using evidence to inform best practice.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice

Structures are in place for staff to facilitate professional dialogue, collaboration, modelling of effective practice and a strong evaluative culture to inform teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Questions: Has collaborative planning led to changes in the programming of numeracy? Is it obvious in classroom practice that the use of evidence has led to changes in teaching practice?</p> <p>Data: Instructional rounds observations, teaching programs</p> <p>Analysis: Following Instructional Rounds the evaluation of PTARs has been completed during each stage's collaboration time. Each stage are trialling a DoE Mathematics Scope and Sequence and working on developing a stronger understanding of the syllabus. A Mathematics programming proforma has been developed for each stage which is used to collaboratively program units of work. The units are based on the GAP to GOT IT model using the outcomes and content from the syllabus. What students do, say and produce at each level of their learning is clearly defined by teachers using the numeracy progressions and is communicated to the students.</p> <p>Implications: All stages are collaboratively planning and programming in Mathematics and working towards a common goal of improving students numeracy skills. Staff are developing confidence in the teaching of mathematics and gaining an improved understanding of the syllabus and numeracy learning progressions. In classrooms teachers are changing their practice to embed components of effective mathematical pedagogy.</p>	<p>SCHMiC</p> <p>Teacher release</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$36000.00)</li><li>• Socio-economic background (\$14700.00)</li></ul>

##### Process 2: Evaluative Practice

Implement effective evidenced based teaching methods that optimise learning progress for all students across a full range of abilities.

Evaluation	Funds Expended (Resources)
<p>Questions: Was effective data collected regularly? Are teachers able to analyse data that has been collected?</p> <p>Data: NAPLAN, PAT, qualitative and quantitative data, school based assessments</p> <p>Analysis: Data has been collected and collated for all students requiring accommodations and adjustments. Teachers are using SENTRAL to create</p>	<p>Learning Support Teacher</p> <p>SLSOs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$113000.00)</li></ul>

## Progress towards achieving improvement measures

and manage ILPs for students. Thirty eight students requiring extra support have been discussed at LST meetings.

Implications: More comprehensive student profiles are being developed using SENTRAL. A clear picture of required school wide interventions is evident. Students requiring interventions and outside agency support have been identified and plans are in place.



## 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.

#### Improvement Measures

Increase the % of aspiring leaders through building leadership capacity.

Increased parent and community involvement in the school.

#### Progress towards achieving improvement measures

##### Process 1: Instructional Leadership

Ensure instructional leadership opportunities are in place and staff are involved in strong performance and development process to monitor improvement.

Evaluation	Funds Expended (Resources)
<p>Questions: Did teachers present professional learning to other staff? Were teachers PL needs met?</p> <p>Data: PDPs, Alliance meeting minutes, TTFM, teachers PL evaluations</p> <p>Analysis: Instructional rounds observations have identified problems of practice which have been used to implement the plan, test, assess and reflect the cycle of improvement. This process has been led by the executive team. Teaching programs reflect the use of GAP to Got It (success criteria and learning intentions) for key mathematical concepts.</p> <p>Implications: A collaborative and reflective approach to the teaching of mathematics is evident across all stages. Teachers are regularly discussing mathematics and sharing ideas about what does and doesn't work. Teachers are committed to seeing an improvement in students abilities and engagement in mathematics.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$6000.00)</li></ul>

##### Process 2: Community Satisfaction/Engagement

Strengthen school community relationships to enable meaningful participation in, and support of, new and existing school initiatives.

Evaluation	Funds Expended (Resources)
<p>Questions: Are parents satisfied with school communication? Are parents engaged with the school?</p> <p>Data: TTFM, Facebook usage data, website usage data, number of schoolstream accounts, community attendance figures at school events</p> <p>Analysis: The school communication audit has highlighted areas of opportunity for school improvement. Opportunities include a more coordinated master calendar, parent skill data base, teacher/parent contact process, clear job descriptions for SLOS and office staff, improved 'job empathy' across the school.</p> <p>Implications: Communication team representing all staff across the school developed. Improved communication systems and processes. Improved connectedness of students, parents and staff.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$6000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Release for teaching staff to conduct Personal Development Plans</p> <p>School Learning Support Officer Employed</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$17 005.00)</li> </ul>	School Learning Support Officer supported students within and outside the classroom to meet their personal goals.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Additional teaching staff employed to release Assistant Principals and classroom teaching staff to collaboratively plan and evaluate teaching and learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$45 781.00)</li> </ul>	All staff were actively involved in meeting their professional learning goals as part of their stage team. All staff collaboratively planned, programmed and evaluated student data led by their stage Assistant Principal. New practices and procedures were implemented for student wellbeing which lead to improved consistency across the school.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	136	139	123	127
Girls	131	134	134	134

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.5	95.2	94	95.4
1	96.1	94.9	93.5	93.1
2	95.2	96.8	94.7	90.6
3	95.6	95	95	93.1
4	95	95.1	94.4	93.5
5	95.1	94.7	95.3	91
6	94.9	94.6	94	92.5
All Years	95.5	95.2	94.4	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.25
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	391,148
<b>Revenue</b>	2,526,498
Appropriation	2,425,723
Sale of Goods and Services	5,703
Grants and contributions	91,271
Investment income	3,576
Other revenue	225
<b>Expenses</b>	-2,550,616
Employee related	-2,246,835
Operating expenses	-303,782
<b>Surplus / deficit for the year</b>	-24,118

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	120,448
<b>Equity Total</b>	206,851
Equity - Aboriginal	17,055
Equity - Socio-economic	69,923
Equity - Language	634
Equity - Disability	119,239
<b>Base Total</b>	1,860,391
Base - Per Capita	60,302
Base - Location	2,300
Base - Other	1,797,788
<b>Other Total</b>	139,263
<b>Grand Total</b>	2,326,953

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

## Parent/caregiver, student, teacher satisfaction

The opinions of parents, students and teachers are valued and an important source of information for school improvement. Parent satisfaction information was collected from informal discussions, surveys on school services, social media responses and feedback from the P&C. On the whole parents are very satisfied with the school. Data collected from Facebook, Class Dojo, emails and letters to the school are overwhelmingly positive in their comments. Teacher information was obtained through informal discussions, professional meetings and the People Matter Employee Survey. Teachers feel there are positive improvements in the areas of collaboration, technology, leadership, parent involvement and positive feedback. They have a strong feeling of connection and feel supported at school. Student information was obtained through informal discussions, student surveys and Students Representative Council meeting discussions. On the whole students feel they are valued and that school is a safe place for them. Student, parent and teacher satisfaction information was also obtained from the Tell Them From Me Survey. All trend data for teachers is on the rise. Students report an improvement in positive relationships, effort and valuing school outcomes. 2019 was the first year the parent survey was conducted only a small number of parents completed the survey. Trend data will be available next year.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.