

2020 Annual Report

Raglan Public School



2927

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a year of significant change for our community and school, with all of Australia feeling the effects of bushfires, drought and COVID-19. School life too changed in March with children needing to learn from home due to the global pandemic. In order for learning to continue online material and learning resources needed to be sourced and developed. Staff moved quickly to develop material for each stage and develop an effective means of communicating with families and students.

Our collaborative planning and learning culture developed as did our strong partnership with the community who supported, acknowledged and praised the work done throughout the year by our dedicated staff. Whilst the year was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide quality educational opportunities for our students.

A highlight of the year was watching the excited faces of our students on their return to school.

Within this document is evidence of the fabulous work undertaken in our school. I congratulate the staff on their constant desire to provide a high standard of education to our students.

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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.

Overall summary of progress

Some of the initiatives we embarked on through milestoneing Included:

- Establishing the integration of decodable readers and connectors into K-2 classes, within existing L3 structures
- Targeting vocabulary for Mathematics K-6
- K-2 scope and sequence for teaching of phonics and phonemic awareness
- K-6 teachers became more familiar with the elements of the Literacy and Numeracy Learning Progressions so that they can make on the spot valued judgements about student achievement
- Focus on consistent implementation of Learning Intentions and Success Criteria 'Gap to Got it' learning cycle
- Teacher collaboration and partnerships for conversations around pedagogies and data
- Development of a Math scope and sequence that is achievable and promotes the use of learning intentions and success criteria (Gap to Got it) by sequencing learning into three week blocks
- Implemented a planned, focused and targeted program for students identified with gaps in their learning
- Implemented a new social and emotional learning program
- Program to support students' safe use of social media
- The assessment schedule was reviewed and updated to ensure assessments are valid and purposeful and used by staff consistently

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, 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 math 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.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4500.00)• Socio-economic background (\$7300.00)

Progress towards achieving improvement measures

Professional learning on 'Effective pedagogy in mathematics' and 'Targeting the big ideas in mathematics' has occurred and strategies have been implemented.

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 and reading. Teachers trialled a variety of teaching methods within their math and reading groups. Support staff worked with targeted students on gaps in their learning.

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 in the classrooms? What are the next steps for the PBL action plan?</p> <p>Data: PBL action plan, SENTRAL wellbeing data, TTFM, PBL meeting minutes, student attendance data, student take up of school activities</p> <p>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, 56% reaching silver level and 19% completing gold level.</p> <p>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. Further professional learning on effective classroom practices to support student wellbeing is required.</p>	<p>Teacher Release PBL ongoing training</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4500.00)

Next Steps

Enhance the ability of the leadership team to lead evaluation, evidence informed practice and data use by implementing "What Works Best" in practice strategies. Continue training in effective classroom practices that support student wellbeing and high expectations. Improve the percentage of students achieving at or above National minimal standards as well as improve the percentage of students in the top 2 bands in NAPLAN.

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.

Overall summary of progress

Some of the initiatives we embarked on through milestoneing Included:

- Collaborative Inquiry is a consistently employed approach in regular data conversations with stage teams around student achievement. Data walls, formative assessment strategies and explicit feedback assisted in developing collective efficacy
- The executive team are able to lead the analysis and interpretation of data with greater confidence
- Staff have increased knowledge and confidence to implement formative assessment practices in their teaching
- Staff and SLSOs trained in Google Drive and ZOOM
- Ensured that teacher pedagogies across all KLAs are strongly based on current evidence from 'What Works Best'
- Professional learning ensured all staff were familiar with and demonstrating consistent behaviour management. Consistent classroom management practices, aligned to the Positive Behaviour for Learning framework, were embedded.

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 and reading? Is it obvious in classroom practice that the use of evidence has led to changes in teaching practice?</p> <p>Data: Collaboration meeting minutes, teaching programs, classroom observations</p> <p>Analysis: During each stage's collaboration time units of work in mathematics and reading are designed, pre and post test developed and student test results analysed. 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 reading and working towards a common goal of improving student's numeracy and literacy skills. Staff are developing confidence in the teaching of mathematics and English and gaining an improved understanding of the syllabus and literacy and numeracy learning progressions. In</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$46376.00)• Socio-economic background (\$10000.00)

Progress towards achieving improvement measures

classrooms teachers are changing their practice to embed components of effective mathematical and reading pedagogy.

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? Has the situation analysis led to a clear understanding of the future directions required for continued school improvement?</p> <p>Data: NAPLAN, PAT, qualitative and quantitative data, school based assessments, situation analysis</p> <p>Analysis: Data has been collected and collated for all students requiring accommodations and adjustments. Teachers are using SENTRAL to create and manage ILPs for students. Thirty eight students requiring extra support have been discussed at LST meetings.</p> <p>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.</p>	

Next Steps

Further develop collaboration across stages. Plan to improve transitions between stages. Continue to develop a whole school approach to professional practice with a focus on the quality teaching of literacy and numeracy.

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.

Overall summary of progress

Some of the initiatives we embarked on through milestoneing Included:

- Increasing number of parents accessing the newsletter, schoolstream, class dojo, school website and school Facebook page with positive feedback around the clarity and quality of information communicated.
- School leaders were supported in their Instructional Leadership role with regular opportunities to reflect upon, share and evaluate their practice and impact with the support of the LEED project
- Partnerships with our local network of schools were strengthened and included a focus on improving numeracy and reading outcomes for students
- Ongoing clear, strategic vision for distributed leadership across the school with all teaching staff contributing to the School Excellence Evaluation Teams - this has ensured that all staff are committed and motivated to achieve improvement measures as outlined in the School Plan.
- The school completed the external validation process in 2020 and self assessment processes continued to be developed and improved across 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 evaluation</p> <p>Analysis: Due to Covid-19 restrictions many face to face PL courses were cancelled. Analysis of my PL data shows all staff have engaged in online learning courses and other online opportunities. During term 4 face to face professional learning took place internally.</p> <p>Implications: All of our PL has been coordinated and run in house. Due to restrictions PL has been conducted via ZOOM and in smaller stage groups. Many PL opportunities have been cancelled and will be completed in 2021. The executive team commenced LEED training which will support the development of the next school improvement plan.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$9000.00)

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
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Progress towards achieving improvement measures

Evaluation	(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, Class Dojo data, parent survey</p> <p>Analysis: The school communication team highlighted areas of opportunity for school improvement. Opportunities included a coordinated master calendar, teacher/parent contact process, clear job descriptions for SLSO 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 including the use of class dojo for parent, student, teacher communication. Improved connectedness between students, parents and staff was reported.</p>	<p>Kai Ming Consulting</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$7154.00)

Next Steps

Formal coaching and mentoring to support quality teaching. Ongoing planning and adjustments to communication and management processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$17 005.00) 	<p>Question: Have the Aboriginal programs improved outcomes for Aboriginal students?</p> <p>Data: Personal Learning Plans, Junior AECG meeting minutes, AECG meeting minutes, NAIDOC week agenda, check in assessment data, TTFM, attendance data</p> <p>Analysis: Student assessment data indicates that the Aboriginal students are meeting expected outcomes. TTFM data indicates that the majority of student feel supported at school.</p> <p>Implications: Many planned activities were impacted by the COVID-19 pandemic. Support of programs within the school by the students indicated that as a school we need to continue developing strong connections and appreciation of Aboriginal culture for all students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	139	123	127	121
Girls	134	134	134	125

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	94	95.4	93.9
1	94.9	93.5	93.1	94.6
2	96.8	94.7	90.6	93.7
3	95	95	93.1	94.6
4	95.1	94.4	93.5	93.3
5	94.7	95.3	91	93.4
6	94.6	94	92.5	92.9
All Years	95.2	94.4	92.7	93.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	8.24
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	367,030
Revenue	2,584,357
Appropriation	2,544,481
Sale of Goods and Services	4,648
Grants and contributions	33,243
Investment income	1,161
Other revenue	825
Expenses	-2,472,342
Employee related	-2,292,031
Operating expenses	-180,311
Surplus / deficit for the year	112,015
Closing Balance	479,045

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.

	2020 Approved SBA (\$)
Targeted Total	144,716
Equity Total	224,886
Equity - Aboriginal	15,139
Equity - Socio-economic	89,020
Equity - Language	429
Equity - Disability	120,298
Base Total	1,923,282
Base - Per Capita	62,772
Base - Location	2,357
Base - Other	1,858,153
Other Total	128,137
Grand Total	2,421,022

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, Tell Them from Me data indicated that 81% of students surveyed across Years 4 to 6 reported they had positive relationships at school. This is below the state mean of 85%. 87% of our students surveyed indicated that they value schooling outcomes. Trend data shows a reduced sense of belonging in 2020 but an improvement in interest and motivation. 65% of the school's Aboriginal students report feeling good about their culture when they are at school and 65% believe that their teachers have a good understanding of their culture.

Results of the parent Tell Them From Me survey are only reflective of a small number of the community who completed the survey. Parents felt we were an inclusive school who supported student learning. They felt welcome at school and informed about school programs. An internal school survey indicated that parents were very satisfied with the range of communication methods the school uses and that communication during learning from home was excellent.

81% of staff indicated they were very satisfied with their job and 83% were proud to tell people they work at Raglan Public School. 86% had confidence in the decisions the management makes. Staff felt we were an inclusive school with strong leadership and collaborative practices.

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.