

2022 Annual Report

Raleigh Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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School vision

Every student will actively engage in learning opportunities, both inside and outside the classroom, with a positive attitude and resilience. They will increase their skills to reflect on their learning and develop future directions and learning goals, based on feedback meetings with their teacher. Every staff member will support students in an inclusive learning environment, to develop the wellbeing of individual students and the whole child. All teaching staff will use effective assessment practices to collect and analyse data and meet with parents and students to discuss future learning goals and directions. They will engage in professional development and collaboratively work with other staff to develop engaging programs, based on data analysis, to meet the needs of all students. School Leaders will guide and support their staff with high impact professional learning and collaborative practice, guided by 'What Works Best'. They will foster a school-wide culture of high expectations and shared responsibility of student learning and success. Parents and the wider community will actively participate in programs that support student learning and promote community engagement. Parents will participate in feedback meetings with their child's teacher to support student learning, progress and goals.

School context

Raleigh Public School is a 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 Schools. We have a current enrolment of 26 students, across two classrooms, with no students identifying as being Aboriginal. Our students have the opportunity to build relationships and work co-operatively with their peers across the school, others in the community and at other schools to support transition to high school.

We have a variety of extra-curricular opportunities that enable our students to excel through a range of different experiences. These include Kids in the Kitchen, Kitchen Garden, Science Technology Engineering and Maths (STEM), mindfulness, sport and buddy reading. Our school places a strong value on sustainability practices and are involved in strengthening these skills in our students, staff and wider community. Some of these programs include Riverwatch, Waterwise, 100 Hives for 100 Schools (native bees), Reduce, Reuse and Recycle and Bellinger and Nambucca Sustainable Schools Network. Our extracurricular programs and Key Learning Areas run alongside our Creative and Critical Thinking program.

The school culture is an inclusive, caring and supportive environment where students learn in a fun, friendly, family-like place. The wider community sees our school as being welcoming, friendly, caring and inclusive.

Through our situational analysis we have identified a need to use data driven practices, high expectations and effective partnerships to ensure whole school improvement in numeracy and reading, using effective feedback and collaborative practice to ensure students connect, succeed, thrive and learn.

The school focus will be developing quality assessment schedules and data collection and analysis processes. This will be supported by valuable professional learning, with explicit systems for collaboration and feedback to ensure quality teaching practices. Students will be supported to become reflective learners who set goals and are supported to reach their potential. Parents will work in partnership with the school to develop learning goals and support their child's 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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: Student growth and attainment

Purpose

To consolidate a culture of high expectations, resulting in measurable whole-school improvement in reading and numeracy. We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Literacy
- Improving Numeracy

Resources allocated to this strategic direction

QTSS release: \$3,000.00

Low level adjustment for disability: \$29,755.00

Professional learning: \$4,000.00

Literacy and numeracy: \$3,186.00

Socio-economic background: \$2,628.00

Summary of progress

Improving Literacy

Teachers evaluated the common assessment schedule created in 2021 and made adjustments to make it more effective to gather baseline, mid and end of year data, which was then analysed to inform teaching. This was collected in reading, spelling and writing. Throughout the year teachers used formative assessment to track student progress and differentiate teaching where needed. 2022 saw the second year of Soundwaves Spelling implemented, with whole-school explicit teaching of synthetic phonics and word-study skills. Continued improvement in students' spelling strategies and skills was seen. Student growth data saw 35% of students achieving above expected growth in spelling and a further 50% achieving at expected growth. While the combined results of students achieving at or above expected spelling levels remained the same, there was a 5% increase in students achieving above grade level.

The whole school continued to build students' reading and comprehension skills and worked with the Small School's network to complete professional learning on reading and comprehension. The principal and teaching staff, all undertook Curriculum Reform professional learning packages for the English K-2 syllabus. Unfortunately, involvement in the Collaborative Support Unique Settings project (CSUS) was delayed until Semester 2, 2023. The K-2 teacher began using decodeable readers, as a part of their reading program. Although it was observed that students had good oral reading skills and fluency, they continued to show poor comprehension of what they were reading. As a whole school, 43% of students were reading below grade level. We did not have any Year 3 students in 2022 and 73% of the students in Years 4 to 6 demonstrated achievement at or above the State average in the Semester 2 Check-In reading assessments, this included 55% of the group achieving above the average.

With the cancellation of 2020 NAPLAN we were unable to analyse growth data for Year 5. As more departmental assessment tools are made available, we will endeavour to utilise these.

In the next phase of this strategic direction, teaching staff will consolidate the explicit teaching of spelling using the Soundwaves spelling program, using data analysis to monitor progress. During Semester 1, school-based research and professional learning will occur, to build skills in the area of fluency and vocabulary, to support students' comprehension skills. This will lead into involvement in the CSUS project in Semester 2, where the focus will be on reading and comprehension.

Improving Numeracy

The updated common assessment schedule was used to gather baseline, mid and end of year data, which was analysed and used to inform teaching practices. There is a strong culture of shared accountability within the school, where teachers and leaders are collectively seeking to understand what works best and what could be improved, to ensure improvements in student outcomes. Teachers have implemented the skills and strategies, learnt in 2021 professional learning, including Starting Strong, Big Ideas and Additive Strategies, into daily lessons and programming and the principal and teaching staff all undertook Curriculum Reform professional learning packages for the Mathematics K-2 syllabus.. All staff made a shift to regularly include Number talks and explicit teaching of skills, that have been

differentiated to meet the needs of all students, using formative assessment to guide the differentiation. This resulted in 90% of students achieving at or above grade level in Numeracy. While analysing data across a variety of sources, staff have identified the area of weakness and inconsistency in the results falling into the strand of Measurement and Geometry.

In the next phase of this strategic direction, we aim to look at the area of Measurement and Geometry, where we have seen the most inconsistency with results across a variety of assessments. We will join a collaborative group for guided numeracy support in the Mid Coast Valley's Network, where we will analyse data and complete professional learning to support the teaching of Measurement and Geometry. A new scope and sequence will be created to reflect the new K-6 syllabus and ensure an even distribution of strands across the mathematics syllabus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> At least 2 students will achieve in the top 2 bands in NAPLAN Reading 	<p>To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network.</p> <p>Our combined results in 2022 saw:- the proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN Reading was maintained at 2021 levels (78%). This represents performance well above the system negotiated target.</p>
<ul style="list-style-type: none"> At least 2 students will achieve in the top 2 Bands in NAPLAN Numeracy 	<p>To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network.</p> <p>Our combined results in 2022 saw:- the proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN Numeracy was 54% which was below the system-negotiated target.</p>
<ul style="list-style-type: none"> Due to no NAPLAN in 2020 no growth data will exist 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<ul style="list-style-type: none"> Due to no NAPLAN in 2020 no growth data will exist 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Data and Quality Practices

Purpose

Explicit systems for teacher collaboration and feedback will drive and sustain quality teaching. A full range of assessment strategies and data analysis will be used to evaluate the impact of teaching practices, on student learning outcomes. Explicit teaching of writing SMART goals and regular teacher and student feedback meetings will inform student learning goals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Practices
- Assessment and Data

Resources allocated to this strategic direction

QTSS release: \$1,000.00

Summary of progress

Quality Teaching Practices

A strong and supportive culture of respect, collaboration and constructive feedback exists between all staff. Being a small school, participation in informal lesson observations and collaboration to support and improve teaching occurs regularly. Throughout the year, staff participated in one formal lesson observation each. It was decided that the process of reflective conversations would be a good direction to follow. Research commenced in this area and a contact was sourced for expert advice and support, however unfortunately due to illness and interruptions, progress on this initiative stalled. As a part of this initiative, collaborative sessions and professional learning was re-established with the other Small Schools, which had been significantly reduced due to COVID-19 restrictions in past few years. This allowed staff to reconnect and redevelop support networks with staff from similar schools.

In the next phase of this strategic direction, an updated Lesson Observation Feedback Form will be created and teaching staff will commence regular formal lesson observations each term. Collaborative work with the other small schools, including some across school visits, to support the implementation of the new curriculum will occur. In 2023, the Guided Numeracy support and the CSUS project with a focus on comprehension, will commence. This will allow opportunities for formal lesson observations within the school and across the small schools, to improve teaching practice and increase student outcomes.

Assessment and Data

Staff engaged with whole school professional learning on the effective collection and analysis of data. The assessment schedule created in 2021, was evaluated and adjustments were made to make it more effective and data was collected at pre, post and end of year points. This data was collectively recorded into school-based recording sheets and analysed to look at overall progress and growth throughout the year, including comparing to the state-wide Check In and NAPLAN assessments. The results were used to group students and guide teaching practices, by offering explicit teaching in literacy and numeracy in the identified areas of need.

In the next phase of this strategic direction, data will continue to be collected and analysed. All teaching staff will use assessment data to differentiate individualised instruction within the classrooms to improve learning outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• 100% of teaching staff will participate in lesson observations at least once during the year.• 100% of teaching staff will align	The lack of momentum in connecting with expert advice in the area of reflective conversations, meant that 100% of staff participated in only one lesson observation throughout the year.

<p>Performance and Development Plans with the Australian Teaching Standards and the School Plan.</p> <ul style="list-style-type: none"> • 100% of students will participate in Student and Teacher feedback meetings at least each semester, developing learning goals. 	<p>All staff aligned their Performance and Development Plans with the Australian Professional Standards for Teachers and the Strategic Improvement Plan (SIP).</p> <p>All students participated in student and teacher feedback meetings each semester where they continued to develop their skills and track their learning goals.</p>
<ul style="list-style-type: none"> • Pre and post data, in reading , will show the % of students reading above grade level increases from 25% to 31% • Pre and post data, in spelling , will show the % of students achieving above their spelling age increase from 40% to 44% 	<p>34% of students in Kindergarten to Year 6 have above grade level reading results, indicating that we had exceeded our target.</p> <p>44% of students in Kindergarten to Year 6 have achieved above their spelling age, indicating that we have achieved our target.</p>
<ul style="list-style-type: none"> • Pre and post data, in numeracy will show 40% of students K-6 with growth of 10 months or greater in Essential Assessment Common Grade assessments. 	<p>45% of students in Kindergarten to Year 6 have shown growth of ten months or more in Essential Assessment Common Grade assessments, indicating that we have exceeded our target.</p>

Strategic Direction 3: School Culture and Wellbeing

Purpose

To further develop whole school wellbeing processes that supports students and teachers to connect, succeed and thrive in an inclusive learning environment, which includes effective partnerships with the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Positive partnerships

Resources allocated to this strategic direction

QTSS release: \$2,000.00

Summary of progress

Wellbeing and Engagement

The school continues to use the messaging and attendance practices from the the Mid Coast Valley attendance program, Every Day Counts resources and school-based procedures to ensure consistent student attendance. This includes fortnightly collection and review of attendance data, regular newsletter articles and info graphics and a weekly attendance award, celebrated in the newsletter and with a small prize. End of term awards are presented for improvement in attendance of more than 5% between terms and attendance of 95% of greater each term. Student's whose attendance rate may place them educationally at risk, received letters home and follow-up phone calls. Attendance rates were significantly affected by protocols in place for students to stay home if they had COVID-19 like symptoms. There as a drop in students attending greater than 90% of the time or more, from 72% in 2021 to 65.4% in 2022, however it was still well above the system negotiated target of 55%.

Students in Years 4 to 6 participated in the 2022 Semester 2, Tell Then From Me survey. The results from Tell Them from Me continued to show students Advocacy sitting below the target of 80%, at 71%, however this was still an increase of 8% from 2021. Sense of belonging was at 83% and expectation of success at 86%, both above the target. In school based surveys, 95% of students responded that if they needed to or had a problem, there was an adult in the school they could talk to.

In the next phase of this strategic direction we will continue to promote positive attendance and encourage students to work flexibly from home if they can not attend with mild COVID-19 like symptoms. Active contact with parents will be made where attendance rates are below expectations. The school will seek support from the Home School Liaison Officer to increase student attendance levels which may place them as educationally at risk.

Positive Partnerships

With the changing COVID-19 restrictions easing in schools, parents were able to come back on site and the school launched teacher and parent, Learning and Wellbeing Plan meetings at the end of Term 1. 100% of families attended the meetings to discuss their child's current progress and future goals in both learning and wellbeing. At the end of Semester 2, parents were invited back to discuss further progress and support for their child. Attendance at the post meeting dropped slightly to 92% of families attending, however 94% of families indicated on the post Community Engagement survey that they strongly agreed that teachers involve students and parents in planning, to support learning and shared expected outcomes. 88% of parents also indicated that they strongly agree that the school works in partnership with families to support learning.

In the next phase of this strategic direction, teachers will further increase students' input into their Learning and Wellbeing plans and parents will continue to be invited to work together to support these. With further reductions in restrictions around COVID-19, we hope to increase events within the school to invite parents and families to events and further strengthen the positive relationships between school and home.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • <i>Tell Them From Me</i> Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 80%. • Improve the percentage of parents indicating that they strongly agree the school works in partnership with families to support learning to at least 83% • At least 67% of parents participate in Learning and Wellbeing Plan meeting 	<p>2022 Tell Them From Me data indicated that although students reported 71% Advocacy, below our target, this was an increase of 8% since 2021. While both belonging and expectations were both above 80% with sense of belonging being 83% and expectations of success being 86%.</p> <p>88% of parents indicate that they strongly agree that the school works in partnership with families to support learning, this exceeded our target.</p> <p>At the beginning of the year 100% of parents participated in the Learning and Wellbeing meetings, at the end of the year this dropped to 92% which was still well above our target of 67%.</p>
<ul style="list-style-type: none"> • Increased (uplift) percentage of students attending school more than 90% of the time to achieve the system-negotiated target band of at least 55%. 	<p>The number of students attending greater than 90% of the time or more dropped from 72% in 2021 to 65.4% in 2022, however is still well above the system negotiated target of 55%.</p>

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$3,186.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Raleigh Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • updating reading resources to meet the needs of students • staff training and support in literacy and numeracy • employment of School Learning Support Officer (SLSO) to support literacy and numeracy across the two classes • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: 34% of students K-6 have achieved above grade level reading results. 80% of students in Kindergarten to Year 6 have achieved at or above their spelling age. 35% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p>After evaluation, the next steps to support our students will be: Continuing staff professional learning on the new curriculum to ensure the effective implementation of K-2 Literacy and Numeracy in 2023 and engagement with the 3-6 syllabus, ready for 2024 enactment. Further resources will be purchased, to ensure the effective implementation of the new curriculum. An SLSO will be employed part-time to support both literacy and numeracy across the multi-stage classrooms.</p>
<p>Professional learning</p> <p>\$4,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Raleigh Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teaching staff have completed modules and professional learning for the new K-2 syllabus implementation • Two teachers underwent the Positive Partnership training to families and students on the Autism Spectrum • Principal attended Aboriginal Language project meetings to reestablish Gumbaynggirr language lessons in our area <p>The allocation of this funding has resulted in the following impact: 100% of teaching staff completed the available K-2 modules and were able to have collegial discussions around its implementation. The K-2 teacher was able to connect with other small school staff to support the commencement of curriculum implementation in 2023. The Positive Partnership training was completed and a school-based action plan created to provide practical ways to strengthen partnerships between families and school staff and promote improved learning outcomes for students on the autism spectrum. Attending the meetings to reestablish Gumbaynggirr language lessons within the school and area, has resulted in a Gumbaynggirr language tutor being allocated to the school, one morning a week, to commence early in Term 1 2023.</p>

Professional learning \$4,000.00	<p>After evaluation, the next steps to support our students will be: Continuing to complete the new curriculum reform modules as they are released to ensure engagement in the syllabus' and confidence to enter the enact phase of their implementation All staff will continue to implement the strategies and skills learnt at the Positive Partnership course to support students on the autism spectrum. School staff will support our Aboriginal language tutor to implement lessons within the school.</p>
Socio-economic background \$2,628.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Raleigh Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employing an SLSO for 2 full days, which includes the COVID Intensive Learning Support Program (CILSP) funding <p>The allocation of this funding has resulted in the following impact: Combining our funds with the CILSP funds we have been able to employ a SLSO two full days a week also, forming smaller groups within the multi-stage and multi-age classrooms. This has resulted in the following: 34% of students K-6 have achieved above grade level reading results. 80% of students in Kindergarten to Year 6 have achieved at or above their spelling age. 35% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ a SLSO to offer additional support in the multi-grade, multi-stage classrooms to support literacy and numeracy.</p>
Low level adjustment for disability \$29,755.00	<p>Low level adjustment for disability equity loading provides support for students at Raleigh Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employing an SLSO for 2 full days, which includes the COVID Intensive Learning Support Program (CILSP) • employing a teacher 0.2 FTE to make classes smaller to support literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Employing a teacher has allowed for two classes to be formed reducing class sizes for literacy and numeracy. By combining our funds with the CILSP funds we have been able to employ a SLSO two full days a week also. This has resulted in the following: 34% of students K-6 have achieved above grade level reading results. 80% of students in Kindergarten to Year 6 have achieved at or above their spelling age. 35% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$29,755.00</p>	<p>To continue to employ a SLSO to offer additional support in the multi-grade, multi-stage classrooms to support literacy and numeracy. If enrolment numbers do not allow for funding for two classrooms to be formed, we will continue to fund this to form smaller classes for literacy and numeracy.</p>
<p>Location</p> <p>\$8,970.00</p>	<p>The location funding allocation is provided to Raleigh Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The Location funding has been combined with other funds to employ a SLSO to support literacy and numeracy across the two classes. This money supplements the CILSP funds and flexible funding to employ SLSO for 2 full days and supplement the employment of a temporary teacher one day a week <p>The allocation of this funding has resulted in the following impact: By combining our funds to employ a SLSO and temporary teacher, this has resulted in the following: 34% of students K-6 have achieved above grade level reading results. 80% of students in Kindergarten to Year 6 have achieved at or above their spelling age. 35% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p>After evaluation, the next steps to support our students will be: The SLSO will continue to offer additional support in the multi-grade, multi-stage classroom to support literacy and numeracy.</p>
<p>QTSS release</p> <p>\$6,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Raleigh Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Literacy • Improving Numeracy • Assessment and Data • Positive partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Lesson Observations - Teachers teach for buddy teacher- Bernadette/Jamie, Katrina/Danielle • Student/Teacher feedback meetings- each term teachers meet individually with children and discuss progress and set goals • Consistent Teacher Judgement (CTJ) of Writing Samples <p>The allocation of this funding has resulted in the following impact: 100% of teacher participated in one lesson observation during the year. The feedback meetings allowed individual specific feedback and support to students, including goal setting and well being check-ins for all students. Feedback meetings were linked to CTJ of writing samples and math assessments. They also created points of discussion for teachers and parents during the Learning and Wellbeing plan meetings. Information gathered during the CTJ of writing samples was used to direct future lessons and support student learning.</p> <p>After evaluation, the next steps to support our students will be: Review and rewriting of Teacher Feedback proforma and regular lesson observations to commence at least once per term from Term 2, 2023. Continue to develop students skills to write effective goals and track these.</p>

<p>QTSS release</p> <p>\$6,000.00</p>	<p>Reevaluate what we are looking at in the CTJ of writing sessions and look at making the area of focus more specific.</p>
<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • All students K-6 complete assessments on Essential Assessment for numeracy and literacy, Waddington's Spelling & Reading and Reading Running Records (RR). Students identified as needing additional support through CILSP. Create Individual Learning plans and record data on school based assessment records. • Implement intensive small group tuition program, meeting students 'point of need' in literacy and/or numeracy as identified through rigorous student assessments • Implementation and Ongoing Assessment: Seven students received tailored literacy intervention - intensive reading, writing and spelling and four students received small group numeracy support. CILSP tutor worked with teachers to use data to monitor and assess student progress and achievements and design future learning on group and/or individual needs <p>The allocation of this funding has resulted in the following impact: Student pre and post writing samples showed increased use of segmenting sounds when spelling, for 71% of students participating in tuition. 60% of students have shown increased and more consistent use of rudimentary paragraphs and 71% have shown consistency with sentence structure. When looking at growth in spelling, using Waddington Spelling assessment, 57% of the students participating in tuition showed growth of 12 months or greater. 14% of students participating in tuition showed growth of 12 months or greater in the Waddington Reading assessment. When bench marking, 43% of the students are now reading at grade level with increasing comprehension. In Numeracy, 50% of students showed results at the expected level for numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued assessments to identify students at need in literacy and numeracy. This will then allow individual or small groups to work with the CILSP tutor to develop their identified needs.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	14	13	13	13
Girls	10	12	11	13

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.8	91.8	80.0	96.6
1	89.3	88.1	90.7	86.3
2	87.8	86.2		93.2
3	95.8	86.5	86.6	
4	94.1	89.3	84.1	91.5
5	86.8	82.2	89.9	85.5
6	91.0	87.8	86.9	89.2
All Years	90.3	88.0	87.3	90.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0		87.8
3	93.0	92.1	92.7	
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.3

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Classroom Teacher(s)	0.67
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	42,579
Revenue	538,932
Appropriation	510,736
Sale of Goods and Services	2,230
Grants and contributions	25,384
Investment income	582
Expenses	-507,625
Employee related	-452,318
Operating expenses	-55,306
Surplus / deficit for the year	31,307
Closing Balance	73,886

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	29,739
Equity - Aboriginal	0
Equity - Socio-economic	2,628
Equity - Language	0
Equity - Disability	27,111
Base Total	415,506
Base - Per Capita	6,064
Base - Location	8,528
Base - Other	400,914
Other Total	15,542
Grand Total	460,787

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.

In 2022 only Year 5 sat the annual NAPLAN online tests, there were no students in Year 3. In order to maintain confidentiality and comply with the NSW Department of Education guidelines, we are unable to comment on the students' Literacy or Numeracy results as there were less than 10 students per grade.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

In 2022, we increased our return rate of parent surveys from 95% in 2021 to 100% of families returning both the pre and post surveys. In the pre and post survey all families responded that 'At this school high expectations are set for my child's learning'. There was an increase of families strongly believing that school attendance was valued and encouraged with 83% agreeing or strongly agreeing in 2021 and 100% agreeing or strongly agreeing in 2022. In the pre survey 12% of families did not believe their child's teacher knew their child well, however 100% of families in the pre survey agreed or strongly agreed that at this school their child was known, valued and cared for. In the post survey all families believed their child's teacher knew their child well and that they continued to be known, valued and cared for.

Student Satisfaction

All students completed an online pre and post survey that asked them to rate their satisfaction on a rating of 1 to 4 stars. Only 88% of students completed the post survey due to absences and illness. The average star rating for students responding if they like coming to school was 3.90 stars, with 90% rating 4-stars. When asked if they feel they are important and valued at school the average was 3.52 stars with 48% giving a 3-star rating and 52% giving 4-stars. When asked if they needed to or had a problem, was their an adult at school they could talk to 5% responded with 2-stars, while 24% responded with 3 stars and 71% responded with 4-stars.

Teacher Satisfaction

All staff completed a teacher satisfaction survey. All teachers agreed that they know their students well and that they feel the school is a welcoming, safe and supportive environment for learning. Teachers felt that the morale among staff was good. All teachers felt that they talk to other teachers about strategies that increase student engagement and learning. However, they all felt that 2022 had been a year of additional workload and pressure, which affected staff wellbeing. Teachers indicated they value the balance between extra curricular and academic activities that the school offers.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.