2010 Annual School Report
Raleigh Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
At the end of 2010 Raleigh Public School had 31 students enrolled, consisting of 13 girls and 18 boys. Our Aboriginal enrolments were three boys and one girl. Details of enrolments over the last five years are on page four.

Whole school excursion to Dorrigo National Park

Staff
The full time teaching staff consists of a teaching principal and one classroom teacher. There is a part time School Administration Manager. Other part time staff includes:
- Librarian/Release from Face to Face teacher;
- Support Teacher (Priority Schools Program);
- Support Teacher Learning Assistance;
- School Learning Support Officer;
- General Assistant; and
- School cleaner.

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

Significant programs and initiatives
The school participated in, and implemented several programs and initiatives in 2010 that provided opportunities for student, parents and community involvement.

Activities and significant events included;
- A Self Nominated Project ‘Maths In Life’ with the Bellinger/Dorrigo Community of Schools;
- The Priority Schools Program (PSP) enriched existing classroom programs and enabled staff to implement individual and group support in identified areas of literacy and numeracy;
- The ‘Technopush Challenge’ in collaboration with the Mid North Coast and Orara Valley small schools;
- Two students travelled with other student leaders from the Bellinger/Dorrigo Community of School to attend a Leadership Conference in Brisbane; and
- Year 4 students attended the annual Bellinger/Dorrigo Community of School Leadership Training Day.

Student achievement in 2010
Five students in Year 3 sat the Literacy and Numeracy NAPLAN. Due to the small cohort of students, results are not available for publication.

No students in Year 5 sat the Literacy and Numeracy NAPLAN.

Messages

Principal’s message
Raleigh Public School focuses on providing quality teaching and learning programs which offer the opportunity for all students to achieve and work towards realising their potential. We continue to develop strong relationships between staff, students, parents, the local community and the schools within our Community of Schools.

Our school community is active in many areas in the school including support for teaching and learning programs, extra-curricular activities, the School Lunch Program and sporting events. The P&C has subsidized activities, which allowed our students the opportunity to attend visiting performances by actors and musicians.

A highlight of the year was the opportunity for a small group of students to participate in the Primary Schools Choral Festival at the Opera House. This enabled students to showcase their talents and experience a large group performance in a unique situation.

As part of the Federal Government’s ‘Building the Education Revolution’, Raleigh school received a
new Covered Outdoor Learning Area (COLA) over our existing basketball/tennis court. We were also fortunate to receive a new toilet block which includes girls, boys and disabled facilities, through the DET Asset Management Unit.

I would also like to wish our families who are leaving Raleigh all the best as they move on to the next stage of their educational journey. We would like to thank Mrs Melanie Sciortino for her tireless work in the area of Creative and Practical Arts and as a valuable member of our teaching staff for all of her time and effort she has given to Raleigh school and we wish her all the best at her new school. We would also like to thank Mr Geoff Lean for his time and commitment to Raleigh school as our principal over the past seven years and wish him all the best in his retirement.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Katrina Meenahan (Relieving Principal)

- Parent support to run a five week program of craft afternoons;
- Supporting visiting musical and theatrical performances and school excursions with funding and parent transport;
- Fund-raising and promotion of the school through street stalls in Bellingen;
- Fund-raising through the production of school tea towels and a book fair;
- Donation of $300 to the Bellinger – Dorrigo Community of Schools; and
- Supporting other special events such as cultural days, during the school year.

The P&C would like to thank all the families who helped during the year, not only those who attend committee meetings, but the many others who contribute by assisting in reading groups, creative activities and sporting activities.

The P&C is committed to supporting the students and teachers with whom we have a positive and productive relationship. We thank the teachers and support staff at the school for their passion and commitment to providing a quality education in a beautiful and well-organised school environment.

Elizabeth McCabe, P&C Secretary

A student participating in painting activities

P & C message

Although there are a small number of families at Raleigh, the P&C continued to meet and function well during the 2010 year. On behalf of the P&C I would like to thank the staff at Raleigh Public School for their willingness to listen and accommodate parent initiatives where possible.

In this past year the P&C has been actively involved in many aspects of the school, including;

- Continuation of the healthy, weekly lunches prepared by parents and students,

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Management of non-attendance

This year Raleigh school’s attendance levels were made a target in the 2010 School Plan. The following are ways in which we are managing absences;

- Information about the benefits and regulations on student attendance have been regularly included in the school newsletter and discussed at P&C meetings;

- Students who are absent from school for two days without notifying the school are telephoned to enquire as to the reason for their absence;

- On return to school, all students who do not present a note explaining their absence, are sent home an ‘Absence Slip’ and asked to have it completed and returned to school the following day; and

- Repeated unexplained or long periods of absence are discussed with and/or referred to the Home School Liaison Officer.

These strategies have resulted in our attendance rates rising from 90.5% at the end of 2009 to 93.1% at the end of 2010. We are continuing to make attendance a focus as one of our targets in the 2011 School Plan.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUFASA</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>MUFASA</td>
<td>4</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>MUFASA</td>
<td>5</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>MUFASA</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>NEMO</td>
<td>K</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>NEMO</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>NEMO</td>
<td>2</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

Raleigh Public School is organised on a two class basis. Each class is a composite class having different aged students, one class being K-2 and the other Years 3-6.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Raleigh Public School is staffed by a teaching principal and one classroom teacher. We have a Teacher-Librarian one day a week. The school employs an additional teacher for two days each week. This teacher supports teaching and learning with a focus on literacy and numeracy.

Administrative responsibilities at the school are shared between the Principal and the part time School Administrative Manager (SAM).

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 day per month</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.332</td>
</tr>
</tbody>
</table>

There are currently no Indigenous employees at Raleigh Public School.

Staff retention

The same number of teaching staff was retained at Raleigh Public School from 2009. The teaching principal remained on long-term leave and this position was filled by two relieving principals over the course of the year. At the end of 2010 the principal, Mr Geoff Lean retired. A long-term casual at the school was also appointed to a permanent position at another primary school.

Teacher qualifications

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

In 2010 Raleigh school employed a New Scheme teacher, two days a week to support teaching and learning programs, with a focus on Literacy and Numeracy.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Students participating in Surf Safety Day

A Kindergarten student participating in drama activities
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>21818.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>53985.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25885.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13147.94</td>
</tr>
<tr>
<td>Interest</td>
<td>1797.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>227.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>116861.15</td>
</tr>
</tbody>
</table>

| **Expenditure**             |            |
| Teaching & learning         |            |
| Key learning areas          | 2723.45    |
| Excursions                  | 4562.97    |
| Extracurricular dissections | 7638.62    |
| Library                     | 1071.84    |
| Training & development      | 0.00       |
| Tied funds                  | 22264.28   |
| Casual relief teachers      | 6341.43    |
| Administration & office     | 22393.59   |
| School-operated canteen     | 0.00       |
| Utilities                   | 7935.49    |
| Maintenance                 | 2241.45    |
| Trust accounts              | 227.00     |
| Capital programs            | 0.00       |
| Total expenditure           | 77400.12   |
| **Balance carried forward** | 39461.03   |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Musica Viva Performance - Sounds Baroque

School performance 2010

Raleigh Public School provides quality educational programs which aim to develop all our students’ potential in academic, social, emotional, creative and physical areas.

Achievements

Arts

The whole school is involved in the creative and practical arts with emphasis on opportunities for all to perform and create artistic works. Highlights for the year included:

- Students experienced visiting performances including ‘Dance Around the World’ and performances by Musica Viva including ‘B’tutta’ and ‘Sounds Baroque’. The whole school also travelled to Repton to see the ‘Impro Show’. The P&C played a major role in subsidising these wonderful experiences for the students;
- The whole school travelled to the Jetty Theatre to see the performance ‘Special Delivery’;
- Years 3-6 travelled to Bellingen High School to see their musical performance ‘Once Upon a Mattress’;
- The school band and choir performed at special assemblies and school events;
- Four students were successful in auditioning for the Combined Primary School Choir. They performed at the Opera House in the Primary Schools Choral Festival;
- Individual students designed and made mosaic tiles which have been combined to make a mosaic artwork to be mounted on the new toilet block wall;
- The P&C organised, funded and implemented a series of workshops involving art and craft for students to widen their experiences in Term 3;
- The whole school travelled to Park Beach Plaza in Coffs Harbour, where the band, choir, individual classes and the whole school performed as part of Park Beach Plaza’s School Busking Activities; and

Musica Viva Performance - Sounds Baroque
• Staff ran workshops for the students based around a Christmas theme. This included card making, cooking and making a variety of decorations.

Our talented students in Sydney for the Primary Schools Choral Festival

Sport

All students participate in physical education programs aimed at increasing students’ physical fitness levels, improving fundamental movement skills and promoting a healthy lifestyle. Highlights and achievements included:

• Students competed at the Bellinger Valley Small Schools Swimming Carnival. Four students went on to represent our school at the District carnival;

• Kindergarten, Year 1 and Year 2 students participated in a twenty week gross motor program ‘Move to Learn’. They were supported by their teacher and an enthusiastic group of parents;

• Twelve students competed at the District Cross Country carnival. Two students went on to represent the school at the Zone level and one student was successful at represented our school and the District at the Mid North Coast Athletics Cross Country Carnival;

• Students competed at the Bellinger Valley Small Schools Athletics Carnival. Six students went on to represent the school at the District carnival;

• Students participated in coaching clinics run by visiting accredited coaches in football, rugby league and Australian Rules football;

• One student was successful in being selected in the District Football team to trial at the Mid North Coast Football trials;

• The whole school was involved in a Surf Safety talk with Coffs Harbour Surf Life Guards;

• Years 3 to 6 participated in a Surf Safety Day in Sawtell, run by the Coffs Harbour City Council Surf Life Guards. This involved hands on activities in the water and included safety in the surf and rescue techniques; and

• Students participated in the School Swimming Scheme, an intensive two week swimming and water safety program.

A Kindergarten student participating in Australian Rugby League coaching clinic

Other

Raleigh Public School participated in extra-curricular activities. Many of the events focused on developing citizenship and values. Important events included;

• Supporting Stewart House, Bellingen Hospital mufti day, Royal Flying Doctors Service, Jeans for Genes Day, Boardies Day to support the Coffs Harbour Life Saving Club, Westpac Helicopter Appeal and the P&C through fundraising activities;

• Our school captains attended a Student Leadership Conference in Brisbane with other schools in the Bellinger-Dorrigo Learning Community;

• Students represented our school by marching in the local Anzac Day Parade and laying a wreath;

• The whole school participated in Clean Up Australia Day by cleaning up our playground and the surrounding area;
Education Week activities included a family breakfast and establishing a Bush Tucker Garden in conjunction with National Tree Day. This included a talk by a Discovery ranger from the National Parks and Wildlife Service;

The Whole school went on an excursion to Dorrigo National Park to support the units of work being studied in the classroom;

The Mufasa class went on an overnight excursion to Cascade Environmental Education Centre;

Students travelled in Stage groups to participate in the CSIRO travelling excursion called ‘Lab on Legs’, at Repton Public School

The Mufasa Class participated in the first North Coast Technopush Challenge at Raleigh Raceway. Students had to research, design and build a pushcart to transport students around a variety of endurance and obstacle courses;

Students from the Mufasa class with their Technopush pushcart

For Literacy and Numeracy Week the whole school participated in a Spell-A-Thon and Spell Off and the Mufasa class participated in the Maths Fun Day at Bellingen High School. The fun day was the culmination of the Bellinger-Dorrigo Learning Communities Numerate for Life, Self Nominated Project;

An extensive Kindergarten Transition Program was run from the end of Term 2 until the end of the year. The program’s aim was to help integrate and welcome prospective Kindergarten students and their families into our school community; and

Three students in Year 5 and one student in Year 6 were selected to attend a Student Leadership day run by the Bellinger-Dorrigo Learning Community.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Five students in Year 3 sat Literacy NAPLAN. Owing to the small number of students, detailed results cannot be reported for privacy reasons. All students performed above state and regional levels in spelling, writing, grammar and punctuation.

Numeracy – NAPLAN Year 3

Five students in Year 3 sat Numeracy NAPLAN. Owing to the small number of students, detailed results cannot be reported for privacy reasons. All students performed above state and regional levels in overall numeracy.

Literacy and Numeracy – NAPLAN Year 5

No students sat NAPLAN in Year 5.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards cannot be reported for privacy reasons due to small cohort sizes.
Significant programs and initiatives

Aboriginal education

Aboriginal perspectives continue to be included across all KLAs, maintaining relevance to, and valuing, the culture of Indigenous Australians. Class teaching and learning activities at Raleigh have ensured all students have the opportunity to engage with the importance of our Aboriginal culture.

In Term 1, the school was involved in a five week pilot program Gumbaynggirr Ways of Learning. This was conducted by the staff from the Guubuny Aboriginal Resource Centre and was focused on Aboriginal language and culture and included regular visits from local Aboriginal Elders. The program was strongly supported by our parent community.

This program was later supported by continued visits by the Guubuny Centre to share stories and continue the language program.

The whole school travelled to Bellingen to combine with the Guubuny Centre and other Bellinger Valley schools to celebrate NAIDOC day.

Multicultural education

Multicultural perspectives are incorporated into the Key Learning Areas. Students participated in activities to understand our society during Harmony Day. This included an Aboriginal Native Bush Tucker lunch and multicultural singing, dancing and art activities.

The whole school travelled to Woolgoolga Public School to join in their Multicultural Day. Students participated in art, craft and cultural activities and saw demonstrations of dances and activities from a variety of cultures. They also enjoyed an Indian meal for lunch.

Our Annual Sunset BBQ saw family and friends of students treated to musical and theatrical performances which celebrated cultural diversity.

Henna Painting at Woolgoolga Public School

Respect and responsibility

Raleigh Public School is respected by its community for providing students with a learning environment that is both safe and caring. It also has strong policies and procedures which support equitable access to learning and management of student behaviour.

The school’s approach to managing bullying and promoting resilience was supported by input from the community, clear communication with students and parents and a consistent approach by staff when dealing with concerns.

Connected learning

The installation of a connected classroom in the permanent classroom has allowed staff and students easier access to Interactive Whiteboard Technology.

Staff has been trained in the use of the connected classroom and this has enabled them to embed technology into their teaching and learning programs.

Other programs

Priority Schools Program

Raleigh Public School has utilised a diverse range of effective strategies towards the achievement of improved student outcomes in literacy and numeracy targets which are clearly linked to the School Management Plan.

The staff identified areas for professional learning which built capacity and improved quality...
classroom teaching. The strategies utilised in literacy and numeracy demonstrates ongoing assessment and review to inform student progress and classroom teaching. These included the use of the following; Doorway into Practical Literacy (DIPL), Best Start, North Coast Spelling Strategy, and NAPLAN data analysis.

The Quality Teaching strategies utilised have increased both student learning and engagement. With the ongoing review, reflection on and refinement of explicit practices being utilised and sustained over time.

The PSP staffing allocation has been used to support achievement in identified target areas in literacy and numeracy. Data has been used to inform and drive future targets and when planning future directions and strategies, consideration has been given to data from NAPLAN 2010 and in school assessment data.

Teachers will continue to build deep knowledge and expertise to support student learning through involvement in regional quality professional learning programs in 2011 and in utilising the Bellinger-Dorrigo Learning Community of Schools, to continue to build a quality learning environment at Raleigh Public School.

- The average of students in Year 3 at Raleigh Public School is above the state average in Grammar and Punctuation in NAPLAN;
- A staff member trained in the Prioritising Grammar Course, was able to share skills and strategies through in-school professional learning with other staff. This allowed for explicit and modeled teaching of grammar and punctuation strategies; and
- Students demonstrated familiarity with and use of the editing processes, after a comprehensive editing program was used across the whole school.

**Target 2**

*School based data and NAPLAN results will be maintained at or above state level results in number.*

Our achievements include:

- The average of students in Year 3 at Raleigh Public School is above the state average in Number in NAPLAN;
- All staff participated in the Self Nominated Project ‘Numerate for Life’, to engage students in quality numeracy experiences; and
- Staff are embedding the use of interactive technologies in numeracy lessons to increase student engagement and outcomes in Numeracy.

**Target 3**

*100% of teaching staff access professional learning in the use of interactive technologies and digital education resources.*

Our achievements include:

- Staff were trained in the use of the Connected Classroom and Interactive Whiteboard technologies; and
- Staff moved from minimal knowledge and understanding of ICT implementation to a level where they are now confident and competent to use the technology to enhance student outcomes.

**Target 4**

*Increase the rate of students’ attendance from 90.5% in 2009 to 91.5% in 2010.*
Our achievements include:

- Increasing staff and parents awareness of the requirements for attendance and the benefits and positives aspects of regular attendance;
- The regular monitoring and following up on unexplained absences or concerns; and
- Increasing the attendance from 90.5% in 2009 to 93.15% at the end of 2010.

The school is continually finding ways to improve what it does; and
When necessary the school makes important changes to what it does.
94% of parent respondents strongly agreed or agreed that;
The school encourages new students and their families to be involved in school activities;
The school knows about the families and community which it serves; and
88% of parent respondents strongly agreed or disagreed that the school caters to the learning needs of all students.
All student respondents strongly agreed or disagreed that:
The school knows about the parents and the community it serves;
New students are made to feel welcome; and
The school appreciates having them as a student;
Our school is continually finding ways to improve what it does.
94% of student respondents strongly agreed or disagreed that:
The students are the school’s main concern; and
The school encourages students to achieve their best.
90% of student respondents strongly agreed or agreed the school often praises and rewards students who are successful. 10% of student respondents disagreed with this.
All staff indicated that they strongly agreed or agreed that:
They expect a high standard of work from all of their students and believe all students can be successful in improving their performance;
They keep control of the class in a firm but pleasant way and make time to help students with their work when they have trouble; and
The school has clear guidelines for dealing with bullying and that they respond quickly to any instance of bullying.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Culture and Mathematics.

Educational and management practice

Background

The school gathered data and views on school culture from staff, students and parents by distributing the School Map survey on School Culture. 77% of parent surveys were returned.

Findings and conclusions

All parent respondents strongly agreed or agreed that:
School leaders have a positive influence on school culture;
The school often praises and rewards students who are successful;
Parents support what is happening at the school;
The school encourages students to achieve their best and encourages everyone to learn;
94% of parent respondents strongly agreed or disagreed that:
The school knows about the parents and the community it serves;
88% of parent respondents strongly agreed or disagreed that the school caters to the learning needs of all students.
All student respondents strongly agreed or disagreed that:
The school knows about the parents and the community it serves;
New students are made to feel welcome; and
The school appreciates having them as a student;
All staff indicated that they strongly agreed or agreed that:
They expect a high standard of work from all of their students and believe all students can be successful in improving their performance;
They keep control of the class in a firm but pleasant way and make time to help students with their work when they have trouble; and
The school has clear guidelines for dealing with bullying and that they respond quickly to any instance of bullying.

Future directions

To increase the involvement and participation of all families, staff will actively contact and
encourage all new families to participate in school activities. This will ensure that maximum knowledge of current events and participation is achieved.

The school will continue to reward and praise students and acknowledge their achievements in the school newsletter, weekly and special assemblies. This will be supported by changes to the whole school reward and behavior system.

**Curriculum**

**Background**

The school gathered data and views on Mathematics from staff, students and parents by distributing the School Map survey on Mathematics. 64% of parent surveys were returned.

**Findings and conclusions**

All parent respondents indicated that:
Their child enjoys Mathematics; and
They find the report on their child’s progress in Mathematics easy to understand.

93% of parent respondents strongly agreed or agreed it is noticeable that their child is developing his/her Mathematics skills;

93% of parent respondents indicated they had not accessed the Department of Education and Training’s webpage to find out how they can help their child with Mathematics; and

86% of parent respondents strongly agreed or agreed they would like to learn more about how Mathematics is taught at Raleigh Public School. 14% disagreed with this statement.

All students strongly agreed or agreed they were given Mathematics as part of their homework;

97% of student respondents believe the things they learn in Mathematics will help them as an adult;

87% of students responded they like Mathematics;

87% of student respondents strongly agreed or agreed that their teacher praises them when they do well. 3% disagreed and 10% strongly disagreed with this;

81% of student respondents strongly agreed or agree that their parents can help them with their Mathematics homework, while 3% disagreed and 16% strongly disagreed; and

74% of students found Mathematics really interesting, while 23% disagreed and 3% strongly disagreed.

All staff indicated that they:
Have Mathematics programs that involves the working mathematically component and they use and explain specific Mathematical language;

Feel confident to teach Mathematics and know and understand what they are required to teach and enjoy teaching Mathematics.

Clarify the purpose of the lesson with their students; and

Provide opportunities for students to interact with others to enhance learning.

60% of staff disagree that the degree of disruption in their classes adversely affects many of their lessons, while 40% agreed with this; and

80% of staff strongly agreed or agreed that they encourage students to take risks in their learning.

**Future directions**

To ensure parents are familiar with the way Mathematics is taught at Raleigh Public School and to give parents access to online and other resources to support Mathematical learning, the school will hold a Mathematical parent information session.

To increase student enjoyment and engagement in Mathematics, the staff will ensure technology is embedded in their teaching and learning programs, to maximize student engagement and learning in Mathematics.

A Year 1 student enjoying the Nemo’s Healthy Picnic
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

100% of parents surveyed responded that:
- The students are the main concern of Raleigh Public School;
- The school appreciates having their child; and
- The parents are proud of the school.

Specific comments from parents included:
- “I am totally satisfied with the functions of the school and what it delivers to my child”; and
- “It (Raleigh school) is unique and special and not pretentious at all.”

100% students agreed that the school appreciates having them as a student.

Specific comments from the students are as follows:
- “Raleigh is a good school to go to and learn all sorts of things”;
- “I think Raleigh Public School is very encouraging and is a very cool school”; and
- “I love going to Raleigh Public School and I wouldn’t want to go anywhere else.”

100% of staff commented they have a commitment to the school and like working at Raleigh Public School.

Professional learning

School targets and individual staff needs and goals were analysed when determining the allocation of funding for professional learning in 2010.

Valuable professional learning opportunities for staff included:
- One staff member attended Accelerated Literacy training;
- Three staff members attended two day, Connected Classroom training;
- One staff member attended the Self Nominated Project ‘Numerate for Life’ Coordinators training day;
- One staff member attended the ‘Supervising New Scheme Teachers’ training day;
- One staff member attended Occupational Health and Safety training; and
- The Relieving Principal and School Administrative Manager attended Cashflow Budgeting training.

The new COLA over the existing Basketball Court

School development 2009 – 2011

Targets for 2011

Target 1

All students from Year 2 to 6 show a minimum of 10% growth in inferential comprehension based on pre testing in February 2011 and post testing in December 2011.

Strategies to achieve this target include:
- Professional learning opportunities are provided focusing on inferential comprehension K-6, including Strengthening Oral Language Teaching (SOLT);
- Explicit teaching of the concept of ‘main idea’, using modeled and guided strategies, with a focus on the QT elements of metalanguage and deep knowledge;
• Internal assessments are consistent across all stages and allow for data analysis and student tracking in inferential comprehension; and

• Staff accesses the NAPLAN strategies and support materials for teaching and learning tasks for individual and group needs in inferential comprehension.

Our success will be measured by:

• All teaching staff including inferential comprehension strategies and actions in their programs and class reading activities across KLAs;

• Students in Years 2 to 6, are able to make inferences when engaging with a variety of texts; and

• Class programs support the inferential comprehension target through use of quality teaching elements and strategies and are strongly linked to assessment tasks.

**Target 2**

*60% of students in Year 5 achieve at or above the expected growth in NAPLAN numeracy.*

Strategies to achieve this target include:

• School based assessment will be used to do pre and post assessment of students in numeracy;

• All teaching staff implement a structured approach to every maths session as follows:
  - 10 minutes basic facts stage appropriate for each student;
  - Explicit and modeled (includes interactive resources, ‘View and Do’ tasks and Mathletics);
  - Independent tasks (includes Mathletics, games, real life tasks);
  - Reflections and assessment as appropriate;

• Teachers using NAPLAN resources and comprehension strategies to improve student understanding and response to working mathematically questions; and

• All teaching staff utilise professional learning strategies, ideas and support to implement sustainable, quality programs and tasks in mental computation, basic maths facts and numeracy.

Our success will be measured by:

• Student results of school based data indicate improvement in numeracy;

• All teachers follow an agreed program that addresses the key ideas and reflects syllabus outcomes, K-6. Through the TARs process, teachers provide evidence of an explicit, systematic approach to teaching basic facts, mental computation and working mathematically through quality teaching practices;

• Teaching programs indicate that all teachers use interactive technologies and ICT as an effective tool to enhance quality teaching practice in numeracy; and

• Teachers use Quality Teaching practices as a key instrument to improve student outcomes in numeracy.

**National Parks and Wildlife Officer talking to the students for National Tree day**

**Target 3**

*100% of staff embeds interactive and connected learning resources and strategies in their teaching of literacy and numeracy and in all KLAs.*

Strategies to achieve this target include:

• All teachers access and implement interactive curriculum programs to enhance teaching and learning in literacy, numeracy and other KLAs;

• In school assistance by the ICT coordinator in individual in-school professional learning and

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support in video conferencing use for curriculum support and VC etiquette; and

- Conducting successful ICT parent information sessions that demonstrate the use of the technology and the benefits to quality teaching and learning programs.

Our success will be measured by:

- All teachers provide evidence of implementing interactive curriculum programs to enhance teaching and learning in literacy, numeracy and other KLAs, through the TARS process;

- Teaching staff demonstrate increased use of current in-school ICT technology tools to support quality teaching activities in literacy, numeracy and other areas of teaching and learning;

- Parents and community members being better informed about the teaching of literacy and numeracy and how we use technology in teaching and learning across the school; and

- Involvement and participation in professional knowledge/learning with Urunga Public School (National Partnership School) to support and enhance technology skills at Raleigh Public School.

**Target 4**

**Increase the rate of students’ attendance from an average of 93% in 2010 to 94.5% in 2011.**

Strategies to achieve this target include:

- Regular monitoring of rolls for recurring or unexplained absences;

- Prompt follow-up phone calls, letters or meetings for families with attendance concerns/problems;

- Fortnightly newsletter items highlighting positive outcomes of regular attendance;

- Consistent and regular discussions with students about benefits/positives of regular attendance;

- Discussions once per term with P&C regarding progress and attendance;

- Copy of absence note sent home to parents on their return to school, if no note was presented;

- Planning and delivery of quality teaching and learning programs to engage and stimulate all students.

Our success will be measured by:

- Improved attendance for all students; and

- Evidence that the Quality Teaching Model is embedded into all teaching and learning programs.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: