Our school at a glance

Students
At the end of 2009 Raleigh Public School had 38 students enrolled, consisting of 18 girls and 20 boys. Our Aboriginal enrolments were two boys and one girl. Details of enrolments over the last five years are on page four.

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 implemented several programs and initiatives in 2009 that provided opportunities for student, parent and community involvement.

Activities and significant events included:
- The Priority Schools Program enriched existing classroom programs and enabled staff to implement individual and group support in identified areas of literacy and numeracy;
- A whole school musical allowed students to showcase their acting and singing abilities. All students in the school performed in front of a large audience of parents, friends and community members;
- Staff were involved in the Bellinger Dorrigo Learning Communities. self nominated project- ‘Switch on to Science’. Staff and students were involved in looking at the Science and Technology syllabus from a more hands-on approach; and
- Two Year 5 students attended the Bellinger Dorrigo Learning Community, Leadership Training Day. Students from the Bellinger Dorrigo Community of Schools worked together in mixed school groups to share and learn valuable leadership skills.

Student achievement in 2009

Literacy – NAPLAN Year 3
Five students in Year 3 sat the Literacy NAPLAN. Due to the small cohort of students, results are not available for publication.

Numeracy – NAPLAN Year 3
Five students in Year 3 sat the Numeracy NAPLAN. Due to the small cohort of students, results are not available for publication.

Literacy – NAPLAN Year 5
Five students in Year 5 sat the literacy NAPLAN. Due to the small cohort of students, results are not available for publication.

Numeracy – NAPLAN Year 5
Five students in Year 5 sat the numeracy NAPLAN. Due to the small cohort of students, results are not available for publication.

Messages

Principal’s message
Raleigh Public School has had a productive year. This report provides information on Raleigh Public School’s performance and achievements in 2009.

Student enrolments dropped to 45 students at the beginning of 2009 and 38 students at the end of the year. This resulted in the loss of one classroom teacher and a loss of administration hours.

Raleigh Public School continued to support its students with quality programs in all the Key Learning Areas, particularly in Mathematics, English and Science and Technology. There were many opportunities for the students to play sport, learn and perform music and create art works.

A highlight of the year was the musical ‘Hoodwinked’. This enabled students to showcase their talents and experience a group performance in front of family, friends and community members.
As part of the Federal Government’s National School Pride program (NSP), Raleigh Public School received a new Covered Outdoor Learning Area (COLA) over our fixed play equipment. This program also allowed the school to upgrade its telephone system, the wet area in the permanent classroom, replace damaged pathways, replace carpet in the office building, repair some paint work on the office block and gain a data projector for the demountable classroom.

The Building the Education Revolution (BER) funding has been allocated to build a new COLA over the existing basketball/tennis court. This project has had issues with budgeting and it is anticipated that further negotiations will continue in 2010.

The Parents and Citizens Association (P&C) continued to support and fund the school’s creative and practical arts programs. They subsidised visiting performances by actors and musicians and assisted students to attend both the major excursion to Sydney and the minor excursions to Coffs Harbour.

The school benefits greatly from a very supportive school community who are active in teaching and learning programs, extra-curricular activities and sport.

Raleigh Public School and its community are looking forward to a successful year in 2010.

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)

P&C message

On behalf of the P&C, I would like to warmly thank the staff at Raleigh Public School for their open communication and willingness to work with parents. The open-door policy at Raleigh makes parents feel welcome and creates a sense of family – one of the school’s great strengths.

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

- Monthly craft afternoons in first term;
- Assisting to secure an Active School Kids (ASK) grant for sports equipment;
- Continuation of the healthy, weekly lunches prepared by parents and students and the production of a cook book of these recipes;
- Supporting visiting musical and theatrical performances and school excursions;
- Fund-raising and promotion of the school regularly at the Bellingen Growers Market;
- Establishing the open-learning initiative and Social and Emotional Aspects of Learning (SEAL) program in conjunction with staff;
- Making of props and costumes for the school production of ‘Hoodwinked’;
- Supporting other special events such as cultural days, during the school year.

The P&C would like to acknowledge the time and effort invested by families at Raleigh, not only those who attend committee meetings, but the many other parents who contribute in their own way. Raleigh has a very high level of parent involvement which enhances the school experience for all our students.

We would also like to thank the teachers and support staff for their passion and commitment to teaching our children. Through the P&C, we get a glimpse of the competing demands on staff time and we know that all the staff at Raleigh make an extra effort, above and beyond their paid hours, to create a beautiful school environment, efficiently administered school business, keep families informed and give our children amazing experiences such as performing in a school musical, harvesting from the orchard and enjoying school excursions.

Both the Principal and Relieving Principal, have shown great support for parent initiatives. In spite of the many commitments a Principal has, particularly in a small school, they both made time to talk and act on requests and suggestions from parents wherever possible.

We have thoroughly enjoyed the school experience in 2009. Best wishes for 2010.

Elizabeth McCabe, P&C Representative
Students participating in a drumming workshop organised by the P& C.

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.

Student enrolment profile

<table>
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<tr>
<th></th>
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Student attendance profile

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<td>94.0</td>
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<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Due to Raleigh Public School's attendance levels being below the state level we have made attendance a focus in the 2010 School Plan. The following are ways in which we are managing absences:

- 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.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>GRIFFINS</td>
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<tr>
<td>GRIFFINS</td>
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<tr>
<td>GRIFFINS</td>
<td>K</td>
<td>3</td>
<td>19</td>
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<tr>
<td>PHOENIXES</td>
<td>3</td>
<td>7</td>
<td>26</td>
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<td>PHOENIXES</td>
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</tr>
<tr>
<td>PHOENIXES</td>
<td>6</td>
<td>7</td>
<td>26</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 in literacy, numeracy and music.

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

Students from the Griffins class participating in an Australian Rugby League skills session.
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>30/11/2009</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>58 167.69</td>
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<tr>
<td>Tied funds</td>
<td>25 772.71</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>134 419.78</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>21 818.17</td>
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A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

Students performing in the school musical ‘Hoodwinked’.

School performance 2009

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

Achievements

Arts

All our students are 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 Just So and the Musica Viva performances Tigrumuna and The Chambermaids. The whole school also travelled to Repton to see Out of the Bag. The P&C played a major role in subsidising these wonderful experiences for the students;
- The school band performed at special assemblies and school events;
- Year 6 students designed and made mosaic stepping stones for the garden as a thank you gift to the school;
- The P&C organised, funded and implemented a series of workshops involving craft, art and performing arts for students to widen their experiences in Term 1;
- The school hosted ‘Outer Beats’- the Woolgoolga concert band which performed and gave our students a live, large band experience;
- The whole school was involved in performing the musical ‘Hoodwinked’. Every child performed on stage and the parents helped with costumes and props. This was held at the
Bellingen Memorial Hall. A rehearsal show was performed for a group of residents from a local nursing home and the final presentation was made to a large audience of family, friends and the wider community; and

- Staff and parents ran workshops for the students based around a Christmas theme. This included card making, cooking and a variety of decorations;

**Sport**

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

- Kindergarten and Year 1 students participated in a 20 week gross motor program ‘Move to Learn’. They were supported by their teacher and an enthusiastic group of parents;

- Students participated in an intensive two week swimming and water safety program;

- Students competed at our local Small Schools Swimming Carnival. Four students went on to represent our school in ‘The Peter Dobson Relay’ for P5 schools, at the NSW PSSA State Swimming Carnival;

- In athletics, students competed at the Small Schools Athletics Carnival. Five students went on to represent the school at the District carnival, one student was also went on to compete at the Mid North Coast Carnival;

- Eleven students competed at the District Cross Country carnival. Two students went on to represent the school at the Mid North Coast level, one of these students continued on to the North Coast Carnival;

- We had a student successful in making the District Boys Football team and one make the District Girls Football team. These students went on to compete at the Mid North Coast trials;

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

- An Active School Kids Grant was applied for and has allowed the school to purchase portable basketball hoops that allow the younger students to utilise the basketball court more effectively;

- The whole school was involved in a Surf Safety Talk by qualified Life Guards; and

- The senior class completed a whole day of practical surf safety and surf awareness activities at Sawtell Beach. This was run by qualified life guards and was an extremely valuable day.

![A student from the Griffins class participating in a Milo cricket skills session.](image)

**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, Healthy Harold Day, School Aid Trust’s Victorian Bushfire Appeal and the P&C through fund raising activities;

- Students and their families donated educational items to send to an orphanage in Tanzania called Food Water Shelter;

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

- Three students participated in the International Competitions and Assessments for Schools across all subjects;

- The whole school participated in Clean Up Australia Day by cleaning up our playground and the surrounding area;

- ‘Bridging the Generations’ was the theme for Education Week activities. We had parents
and grandparents join us and share experiences from their school days;

- The Griffins class went on an excursion to The Honey Place and the Butterfly House. This was a culmination of their science unit on mini-beasts;
- Our National Tree Day activities involved students planting trees to beautify our playground and attract native wildlife;
- A marine excursion day was held where students, staff and parents attended the local Pet Porpoise Pool, an educational talk by a Marine Parks ranger and the Marine Science Centre;
- The senior students went on an excursion to Sydney, exploring the city and all it has to offer;
- Students not attending the Sydney excursion went to a travelling road show called Science in the Bush;
- The Griffins class participated in the Operation Christmas Child Project, supporting children who are less fortunate than themselves; and
- Two students in Year 5 were selected to attend a leadership day run by the Bellinger-Dorrigo Learning Community;

Students resting after a walk to Mutton Bird Island on the Marine Excursion.

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 (Year 9).

The achievement scale represents increasing levels of skills and understandings demonstrated in the 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

Owing to the small number of students, detailed results cannot be reported for privacy reasons.

Strengths in Year 3 literacy included:

- Recognising appropriate pronoun references in a simple factual text;
- Identifying the effect of a question used in the title of a simple persuasive text;
- Locating a directly stated detail from a range of alternatives in a narrative text;
- Identifying a question mark as the correct punctuation mark; and
- Identifying the correct conjunction to link two clauses.

Areas for improvement include:

- Locating a directly stated idea from a range of alternatives in a simple narrative text;
- Identifying the sequence of events in a simple narrative text;
- Identifying an error and then correctly spelling the word;
- Identifying the correct use of a pronoun as the subject of a dependent clause; and
- Identifying a singular verb in present tense.

Numeracy – NAPLAN Year 3

Owing to the small number of students, detailed results cannot be reported for privacy reasons.

Strengths in Year 3 numeracy included:

- Identifying the name of 3D objects;
- Recognising common two-dimensional shapes;
- Identifying the top view of a cone;
- Solving multi-step word problems requiring working mathematically; and
- Selecting final location on a map given instructions involving left and right.

Areas for improvement include:

- Solving division word problems involving a remainder;
- Solving capacity problems involving fractions;
- Selecting the collection of objects with the greatest chance of a given outcome; and
- Calculating the sum of two 2-digit numbers where trading is required.
Literacy – NAPLAN Year 5

Owing to the small number of students, detailed results cannot be reported for privacy reasons.

Strengths in Year 5 included:
- Developing characters and setting when writing;
- Interpreting the main character’s motivation in a narrative text;
- Connecting ideas to infer a characters’ intention in a narrative text; and
- Identifying an error, then correctly spelling the word;

Areas for improvement include:
- Using the writer’s capacity to orient, engage and affect the reader;
- Identifying the sequence of events in a simple narrative text;
- Identifying the correct punctuation of a phrase;
- Identifying the main subject in a detailed graphic text; and
- Identifying correct tense and subject verb agreement.

Numeracy – NAPLAN Year 5

Owing to the small number of students, detailed results cannot be reported for privacy reasons.

Strengths in Year 5 included:
- Interpreting a pie graph to solve word problems involving fractions;
- Selecting the appropriate process to calculate area;
- Reading four scales and selecting least capacity; and
- Solving number problems involving adding and subtracting two-digit numbers.

Areas for improvement include:
- Interpreting relationships between quantities and selecting solutions to a problem;
- Identifies number of edges on a prism given representation;
- Selecting solutions to word problems requiring multiplication or division; and
- Identifying a later term in a visual number pattern.

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 are not taught in isolation, as specific units, but are 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.

Multicultural education

Multicultural perspectives are incorporated into the KLAs. Harmony Day was celebrated with a number of multicultural activities and culminated in a multicultural feast;

A South American focus day saw students participating in activities to expand their knowledge and understanding of South America.

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

Students preparing empanadas for the South American Cultural Day.
**Respect and responsibility**

A Values Education statement is an integral component of the school’s Student Welfare Policy. The Values Statement adopts the NSW Core Values.

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 behaviour support team, communication with parents and a consistent approach by staff when dealing with concerns.

In Term 4, a trial of the SEAL program was trialled. This is a whole school program which is reinforced at weekly assemblies and is consistent across the school. This program will be implemented in 2010.

**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 school has demonstrated a focused approach to embedding quality teaching in planning, programming and teaching of literacy and numeracy.

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), Early Literacy Strategy – Small Schools, 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 which fits explicitly within the PSP guidelines.

There has been the use of both quantitative and qualitative data to inform and drive future targets. When planning future directions and strategies, consideration has been given to data from NAPLAN 2009 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 2010 and in utilising the Learning Community of Schools to continue to build a quality learning environment at Raleigh Public School.

**Progress on 2009 targets**

**Target 1**

Increase the accuracy of student spelling and the difficulty of the words used in text writing from 2.8 (School average score in 2008 NAPLAN writing) to 3.8 in 2009 NAPLAN writing.

Our achievements include:
- All students are achieving above the state average in spelling in NAPLAN; and
- Assessment shows that student spelling, in text writing, has improved. This includes spelling high frequency, common and complex words correctly.
Target 2

Eighty percent of students achieve the correct responses in questions on 2D and 3D in NAPLAN.

Our achievements include:
- 75% students are achieving the correct responses in questions on 2D and 3D in NAPLAN;
- All students who sat NAPLAN are achieving above the state average in space and geometry; and
- Learning programs show extensive use of concrete materials and practical application in the area of 2D and 3D.

Target 3

To have the school’s computer network at DET standards.

Our achievements include:
- All cabling is completed and meets the DET requirements;
- A new photocopier was purchased and has been networked and can be accessed to print from any computer in the school;
- Learning programs reflect that computer use is being integrated across most areas; and
- The computer network is being used to support quality teaching and learning.

Senior students at Taronga Zoo during the Sydney excursion.

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 2009 our school carried out evaluations of Leadership and Science and Technology.

Educational and management practice - Leadership

Background

The school gathered data and views on school leadership from staff, students and parents by distributing the School Map survey on School Leadership. 84% of parent surveys were returned.

Findings and conclusions

All parent respondents strongly agreed or agreed that:

- The principal and teachers value the contribution of individuals and groups;
- The principal, teachers and parents are always looking for ways to improve what the school does;
- Staff, parents and students are encouraged to take leadership roles at the school; and
- 95% of parent respondents strongly agreed or agreed that the principal and teachers demonstrate an interest in and accountability to meet relevant student learning outcomes.

90% of parent respondents strongly agreed or agreed that:

- The principal and teachers make changes that are good for all students; and
- The principal and teachers are open to new ideas.

85% of parent respondents strongly agreed or agreed that:

- The principal and teachers understand our school and help students to do their best; and
- The principal and teachers encourage and support students in their learning.

100% of students responded to the school leadership survey with the following opinions:

- 89% of students strongly agreed or agreed that the principal and teachers understand our school and help students to do their best and that they value the contributions of individuals and groups;
- 84% of students strongly agreed or agreed that the principal, teachers and parents are always looking for ways to improve what the school does, while 8% of students disagreed;
- 76% of Stage 2 and Stage 3 students strongly agreed or agreed that the principal and teachers encourage and support students in their learning.
and that they talk to them about ways to improve their learning;
67% of students strongly agreed or agreed that the principal and teachers make changes that are good for all students, while 19% of students disagreed; and
76% of students strongly agreed or agreed that the principal and teachers are open to new ideas, while 8% disagreed.
All staff strongly agreed that staff, parents and students are encouraged to take leadership roles and that the principal and teachers encourage and support students in their learning.

Future directions
To ensure parents are more familiar with the school leadership processes, in 2010 we will provide more detailed information to parents about the key issues through the newsletter, P&C meetings and special parent meetings where necessary.
Students will participate in more consultation about issues that are important to and will affect them.

Curriculum – Science and Technology

Background
All staff, parents and primary students were issued with Science and Technology surveys. 96% of families returned the survey.

Findings and conclusions
All parent respondents strongly agreed or agreed that:
Science is an important learning area at school; and
Their child or children enjoys practical science work.
88% of parent respondents strongly agreed or agreed that their child or children enjoyed being involved in investigating scientifically.
82% of parent respondents strongly agreed or agreed that their child enjoys working with others to solve problems.
25% of parent respondents strongly agreed or agreed that they have an understanding of the Science and Technology syllabus, 38% disagreed with the statement and 37% felt they didn’t know.
100% of students responded to the Science and Technology survey that they like to design and make models;
94% of students responded that they like to do experiments;
92% of students responded that they like to learn new things in Science and Technology;
87% of students responded that they like to work with others to solve problems; and
85% of students responded that doing Science and Technology at school was important to them.
All staff responded to the Science and Technology survey that:
Students enjoy participating in Science and Technology;
Students are generally achieving outcomes at the appropriate level;
Students have improved their ability to design, make and investigate; and
Staff need to improve their explicit teaching of literacy and numeracy in Science and Technology.

Future directions
To ensure parents are familiar with the Science and Technology syllabus, in 2010 we will:
Provide information to parents about this KLA through the newsletter, P&C meetings and parent teacher meetings; and
Showcasing student work at assemblies and in the newsletter.

A student conducting a scientific investigation
Students enjoying our Year 6 Farewell

Professional learning

School targets and individual staff needs and goals were analysed when determining the allocation of funding for professional learning in 2009.

Valuable professional learning opportunities for staff included:
- One staff member attended the Principals Preparation Program Conference;
- NAPLAN Criteria marking Stage 2 and 3;
- SMART data analysis; and
- Two staff members attended the North Coast Quality Teaching Conference for two days.

School development 2009 – 2011

Targets for 2010

Our school has established target areas for 2010 in the areas of literacy, numeracy, Information and Communication Technology (ICT) and attendance. The targets are a result of NAPLAN and school based data analysis, staff and school planning committee meetings. The targets support our long-term strategic directions for 2009-2011.

Target 1

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

Strategies to achieve this target include:
- Accelerated Literacy course is accessed by one staff member and skills and expertise are shared with the other staff;
- A comprehensive and consistent editing program is implemented across the whole school;
- DIPL Program is being consistently used across all stages;
- Vocabulary building activities are consistent across the whole school; and
- Teachers use specific NAPLAN strategies, as identified from analysis of data, for explicit, modelled and independent writing and editing tasks with all students.

Our success will be measured by:
- School based data will indicate improvement in student outcomes in grammar and punctuation K-6;
- Consistent assessment practices in grammar and punctuation K-6 are implemented; and
- Teachers use Quality Teaching practices as a key instrument to improve student outcomes in literacy.

Target 2

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

Strategies to achieve this target include:
- Teachers refresh their use of Count Me In (CMI) and Count Me In Too (CMIT) to improve student outcomes in number;
- Staff to assess all students using Schedule for Early Number Assessment (SENA) tests;
- Mental computation skills and strategies are implemented daily;
- Explicit and modelled teaching including the use of interactive technologies;
- Guided practice and independent tasks;
- All staff participate in the self nominated project, ‘Numerate for Life’; and
- NAPLAN examples and strategies from SMART data site are accessed and implemented.

Our success will be measured by:
- School based data will indicate improvement in student outcomes in whole number and fractions and decimals.
- Consistent assessment practices are utilised from K-6 in whole number and fractions and decimals.
- Teachers use Quality Teaching practices as a key instrument to improve student outcomes in numeracy.
Target 3

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

Strategies to achieve this target include:

- Pre and post surveys of staff to identify the level of competence with ICT;
- Use the ICT Framework to assess where the school is at and where we are going; and
- Professional learning opportunities are accessed for all teaching staff.

Our success will be measured by:

- All staff moving from minimal knowledge and understanding of ICT implementation to a level where they are confident and competent with interactive technology use to enhance student learning outcomes; and
- All teaching staff participating in collegial support groups and interacting with our learning community to enhance their ICT skills.

Target 4

Increase the rate of students' attendance from 90.5% in 2009 to 91.5% in 2010.

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.

Planting a tree for National Tree Day

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: