**Our school at a glance**

**Students**

In 2011 Raleigh Public School began the year with 31 students. The school population in November was 27. Two classes were formed and this has been a constant for the last three years.

Our students have achieved well in academic, sporting, cultural and extra curricula activities. Each of these areas contributes significantly to the lifelong learning of students and develops them into well rounded citizens of our society. Many of our achievements are reported throughout the document.

**Staff**

There are two full time permanent teaching staff members including a teaching Principal. Staff will remain stable in 2012. Part time and temporary staff are employed to meet the demands of literacy, numeracy, library, music and release from face to face teaching. All teaching staff meets the professional requirements for teaching in NSW public schools.

Our school works very closely with the Bellinger Dorrigo partner schools by participating in combined sporting carnivals and enrichment days.

**Significant programs and initiatives**

The school participated in, and implemented several programs and initiatives in 2011 that provided opportunities for student, parent and community involvement.

Activities and significant events included;

- Raleigh Public School is a Priority School and additional funding is received for programs targeting the improvement of student outcomes in literacy, numeracy and student engagement.

**Student achievement in 2011**

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

Six students in Year 5 sat the Literacy and Numeracy NAPLAN. Due to the small cohort of students, results are not available for publication.

**Messages**

**Principal’s message**

This has been my first year as Principal of Raleigh Public School and it is with great pleasure that I write this message. 2011 has been a great year for Raleigh Public School and I’d like to thank everyone for supporting our school and helping our students celebrate their successes throughout the year. Our primary focus as educators has been to provide quality teaching. I am happy and proud to say that in each classroom there has been very high quality teaching and learning happening. Students are happy, engaged and are producing quality work.

Technology in every classroom has also been a focus throughout 2011. It has been exciting to see teachers and students become so confident and competent in using the Interactive Whiteboards and Video conferencing facilities. The addition of the new Interactive Whiteboard in the Meteorites classroom has been a terrific addition to teaching and learning activities that can be offered.

This has been a year for me to listen to the school community as well as make some changes. The school buildings and grounds continue to be cleaned and revitalized; our profile and image is stronger; we have a new look newsletter and website; the vegetable garden has been rejuvenated; each class now has an interactive whiteboard; a new anti bullying and student welfare plan have been written and students have been given more leadership opportunities.

The students from Raleigh Public School have a genuine desire to care for each other. As we reflected on this year many students noted the kind, caring atmosphere as one of the best qualities about our school. They feel comfortable in knowing that they are cared for and have friends and staff alike who can help them when needed.
I’d like to thank the wonderful team here at Raleigh Public School – staff, parents, students and community members. Schools are only as good as the staff within them and we are extremely lucky to have some of the best staff that I have ever worked with. They are dedicated, hardworking and all here for the same reason … to see that the students they support receive the best education we can possibly give them.

Our school community is active in many areas. Parents, grandparents and community members are an integral part of the success of the school and I would like to thank them for their support over the year. This support has included Kids in the Kitchen cooking program, support for teaching and learning programs, reading groups, the vegetable garden, transporting to and from events and craft days.

I believe schools such as ours may be small in size but certainly big in preparing our students for their futures.

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 development.

Mrs. Leonie Buehler

P & C message

The P&C would like to thank all the staff at Raleigh Public School for the continued effort they make on behalf of our children. Not only our dedicated class teachers Katrina and Leonie, but also Tristan, Emma, Judy, Pat, Rom, Irene, Dawn, Matt and the excellent casual teaching staff who have been so popular with the kids this year.

We know the tasks are many, from maintaining the lovely grounds, to providing excellent communication through the weekly newsletter and effectively administrating general school business. It may be the nature of a small school, but all the staff at Raleigh demonstrate a great deal of care in everything they do.

Most importantly, we thank them for treating our children warmly and for the high quality of teaching they provide.

It has been an exciting year for the school with the appointment of Leonie Buehler as Principal at the beginning of Term 2. Leonie has amazed us with her energy and efficiency. She has listened thoughtfully to staff, students and the parent community and incorporated all the feedback and suggestions in a professional and balanced manner. She has also brought a wealth of experience and wonderful new ideas to Raleigh, and our school is blossoming from the changes.

P&C Meetings have been well attended this year. They have provided a positive environment in which to share ideas and organise the types of activities and programs that really enhance the school experience for students.

During 2011 the P&C has been actively involved in many aspects of the school:

- Parent volunteers help every fortnight with the Kids in the Kitchen Cooking and Gardening Program. The P&C also purchased a new $600 oven to support this program.
- Helped fund a new interactive whiteboard with a $2,500 donation.
- Subsidized incursions and excursions to musical and theatrical performances.
- Supported the book awards and the Sunset BBQ.
- Parents also continued to support other special events such as sporting carnivals and cultural days.
- Fund-raising and promotion of the school was largely coordinated by Treasurer Joanne Hodgson, who organised stalls at the Bellingen Growers Market and outside the IGA, throughout the year. A total of $1265.00 was raised through these stalls in 2011.

The P&C also thank all the parents, grandparents and various community members and businesses for their invaluable support during the year. Not everyone can attend P&C meetings, many people contributed to the school by baking for fundraisers, helping with reading groups, transporting children to events, donating to raffles, and in numerous other ways.
We have had a great year in 2011 and are looking forward to welcoming a number of new families in 2012. We hope it will be another year of growth, and that the special qualities of Raleigh Public School will become well recognised in the wider community.

Elizabeth McCabe
President
Raleigh Public School P&C Association

2011 School Leaders - Melonie Taylor, Stella Bolton and Jama Flanagan

Student representative’s message

In 2011 the three student leaders ran the assemblies each term. We participated in the Year 5/6 Leadership Conference at Bellingen PS. We learnt how to communicate, how to be better role models and how to do our jobs better.

We are looking at having a bigger role in the school in 2012.

Melonie Taylor, Stella Bolton and Jama Flanagan

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

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>33</td>
<td>30</td>
<td>18</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>27</td>
<td>19</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance rates

<table>
<thead>
<tr>
<th>Attendance rate</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>90</td>
<td>85</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>Region</td>
<td>75</td>
<td>75</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>State DEC</td>
<td>80</td>
<td>80</td>
<td>85</td>
<td>90</td>
</tr>
</tbody>
</table>
Management of non-attendance

This year Raleigh school’s attendance levels were made a target in the 2011 School Management 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 93% at the end of 2010 to 95.6% at the end of 2011 which is higher than both region and state.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>STARS K</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>STARS 1</td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>STARS 2</td>
<td>7</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>METEORITES 3</td>
<td>4</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>METEORITES 4</td>
<td>3</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>METEORITES 5</td>
<td>6</td>
<td>13</td>
<td></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 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>10 days</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</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>PSP Staffing allocation</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>

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 additional teachers for two days each week to support teaching and learning with a focus on literacy, numeracy, music.

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

There are currently no Indigenous employees at Raleigh Public School.

Staff retention

Staffing was stable in 2011 with the exception of the appointment of a new principal in Term 2 2011.

Teacher qualifications

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

<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>

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: 30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

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

Achievements

Arts

The whole school participates in creative and practical art lessons with emphasis on the performing arts including music, dance and drama.

Highlights of the year included:
• Our school choir and ensemble group performed at the Bellingen show on 21 May.

• The whole school travelled to the Jetty Theatre to see the performance “Emily Eye Finger”.

• The school choir performed at the Coffs Harbour Eisteddfod in May. They received a Certificate of High Commendation.

• A visiting performance by mime artists called “Less talk More Action” was very well received.

• Public Speaking: Jama Flanagan won the Rotary Club of Bellingen Primary School Public Speaking Competition. She competed against Repton, Urunga, Bellingen and St. Mary’s Primary Schools.

• The school band, choir, recorder and ensemble groups regularly performed at assemblies and school events.

• Five of our students were finalists in the Coffs Coast Primary Schools Marine Art Competition. The creativity of all students was exceptional with a variety of different mediums used to create an A3 poster.

Creative Arts

• This year Creative Arts at Raleigh Public School has been most enjoyable for students and teachers alike.

• In Years 3-6 the class program was Music – Terms 1 & 2, Drama – Term 3 and Dance – Term 4. In K-2 the class program was Music – Terms 1, 2 & 4 and Drama in Term 3. Tuned and untuned percussion was regularly used in each class which meant there was an abundance of playing as well as singing, moving and listening.

• Choir involved all students from Years 2-6. This was a highlight. The choir had a large repertoire of learnt songs and had started to learn harmony. They performed regularly at Term assemblies. They made a great first showing at The Coffs Harbour District Eisteddfod and were brilliant at the Bellingen Learning Community Performance Night. Solo opportunities were given to interested singers through auditions. More performance opportunities will be sought in 2012. Two assemblies a term will give more opportunity for students to perform including individual items. More performances will be sought in the wider local community.
• Band involved 4 students. This was more difficult as none of the students were receiving lessons. This made their progress much slower. In 2012 I will once again encourage students to have a teacher by matching them with a Bellingen High School student to give them individual tutoring.

• Recorder Ensemble was very successful. More students joined over the year taking us to 9 players. Songs were learnt in parts. The treble recorder was introduced. A tenor recorder will be purchased next year to bring a wider sound into the group.

• Overall a great year. Heaps of fun and many ideas to take on in 2012. Mrs. Judy Thorn

Sport
• All students were involved in a two week intensive Special Swimming Scheme. Students had the opportunity to learn swimming skills, water safety and water confidence.

• Cricket gala day was attended by the Meteorites class to improve cricket skills, team work and sportsmanship.

Carnivals
• We held our carnivals - including Swimming, Cross Country and Athletics Carnivals throughout the year. These were well attended and students showed great sportsmanship and always tried their best.

One student represented our school at the Mid North Coast Athletics Carnival.

Thirteen students raced at the District Cross Country Carnival at Bowraville.

One student represented our school at the Zone Swimming Carnival.

Surf safety
Years 3 to 5 participated in a Surf Safety Day in Coffs Harbour, 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.

Other
• The purchase was made this year of a new portable interactive whiteboard for the Meteorites classroom. This has allowed students in the senior class to access a wider
range of resources, become more technologically aware and use the internet to assist with teaching and learning programs;

- The ‘Techno Push Challenge’ in collaboration with the Mid North Coast and Orara Valley small schools. Our school received the “Best Dressed” award.

- Responsible Pet Ownership. Early in the year we had a visit from Bev who brought along her Newfoundland dog, Hudson and spoke to the children about how to approach unknown dogs and what to do if a dog approaches you in an aggressive way.

- Chess: Three teams represented our school at the District Chess Tournament in Coffs Harbour. It was a great experience for the students.

- Fruit and Vegie Month was celebrated in September. The Meteorites class took on the challenge of “Outside the Box” to monitor their eating and drinking habits.

- CSIRO Science Day was enjoyed by all students. We entered a portable Planetarium, learnt about stars and their movement. We looked at experiments that helped students understand where the different types of energy come from.

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

Three 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 well above state in reading, writing, grammar and punctuation and within state in spelling.

Numeracy – NAPLAN Year 3

Three 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 well above state in overall numeracy.

Literacy – NAPLAN Year 5

Six students in Year 5 sat Literacy NAPLAN. Owing to the small number of students, detailed results cannot be reported for privacy reasons. Results for writing, grammar and punctuation were within the state average, although there were problems with reading and spelling compared to state averages.

Numeracy – NAPLAN Year 5

Six students in Year 5 sat Numeracy NAPLAN. Owing to the small number of students, detailed results cannot be reported for privacy reasons. Data showed
results well below state averages in all areas of numeracy.

**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**

The whole school was involved in an Aboriginal language and culture program run by the Guubuny Centre in Terms 1 and 2. Lessons included stories, art, singing, language and dance. It was a fun way to learn more about the Gumbaynggirr language and Aboriginal culture.

**Multicultural education**

During March, our school celebrated Harmony Day. Students came dressed in Orange coloured clothing. During the day students made kites and flew them.

The development of a new and revitalised vegetable garden occurred in 2011. Students in each class participated in planting vegetables and herbs. They then researched recipes to use the food from the garden and then cooked each fortnight. The Kids in the Kitchen program has been very successful and congratulations to our volunteer helpers for contributing to this success.

**Other programs**

**Student Leadership**

- Year Five students attended the annual Bellinger/Dorrigo Community of School Leadership Training Day. Throughout the day students learnt about public speaking, building confidence and being positive role models. Our students were great ambassadors for our school and thoroughly enjoyed the day.

**Environmental education**

Environmental programs have a strong focus at our school. This year the Meteorites class has been involved in Climate Clever Energy Savers. Students and staff worked to support various environmental initiatives promoting awareness as well as reducing the school’s consumption of electricity and water, and the level of waste generation.

Climate Clever Energy Savers highlight the need and opportunities to be climate clever. Students had to think of specific ways for our school to adopt a method of saving energy. Students came up with indoor/outdoor thermometers, timer switches on air conditioners and light switches, energy monitor meter and installation, school air-conditioner usage protocol.
• Waste Watchers visited our school in term 4. They spoke to the students about recycling, compost and using bins appropriately. The lessons were fun and interactive. Both classes had been involved with learning about recycling and reusing waste throughout the year so it was a great follow up to lessons previously taught.

• Live Life Well - we gained a $2000 grant. This was used towards our vegetable garden and sports shed.

EXTRA CURRICULA ACTIVITIES

Money raised by our school throughout the year went towards:

• Students were involved in raising awareness and money for the World Vision Smiles Day appeal. We raised a total of $235. Students voted to donate 3 chickens and chicken feed, a duck, clean drinking water and train a teacher, to the World Vision Smiles Day appeal.

• Families were involved in the Norco Raleigh Bakery Run for ‘Australia’s Biggest Morning Tea’. $175 was raised.

• The Jeans for Genes Day raised $45. This money supported research into cancer, gene therapy and neuroscience.

Progress on 2011 targets

All targets from 2011 were achieved.

Target 1

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

Our achievements included:

• In February 35% of students had a comprehension age at or above their chronological age while 65% had a comprehension age below their chronological age.

• In November 47% of students had a comprehension age at or above their chronological age, with 24% being at least 6 months above their chronological age. While 53% had a comprehension age below their chronological age.

• In summary, 82% of students showed growth of more than 10% between February and November 2011.
Target 2

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

Our achievements included:

- Raleigh PS growth for 2011 NAPLAN was 76.3. The state average growth was 72.2. Growth exceeded the state average by 4.1.
- Four of the six students had growth between 95 and 105. These results are tremendous.

Target 3

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

Our achievements included:

- All teaching staff are competent at using interactive whiteboard technology and software to complement their teaching programs.
- Use of video conferencing facilities has grown immensely. Teachers are able to video conference with more than one site simultaneously.
- Teachers were involved in SMART notebook training and have utilized the training in their everyday teaching.

Target 4

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

Our achievements included:

- Student attendance at the end of the year was at 95.6%.
- Our school attendance rates were higher than both State and Region.
- Follow up information, phone calls and expectations have resulted in improved attendance.

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 2011 our school carried out evaluations of School Image and English.

Educational and management practice

A parent focus group was held in May 2011 to determine the thoughts and suggestions by parents as to what the school was doing well and how it could be improved. Ten parents representing 18 families were present.

Background

Topics discussed included:

- choices of schools and why parents chose Raleigh PS;
- how the school and community communicate;
- how well the school promotes itself to the local community;
- academic programs and school community involvement.

Findings and conclusions

The parent group was open and honest in their discussion.

Parents deliberately chose RPS for its small school vibe, students are given a lot of support, they come home happy and parents feel welcomed.
The need to sustain the school was discussed and thought about promoting the school to the wider community.

Key messages were to reinvigorate our philosophy, go above and beyond DET goals and emphasize the quality teaching and creativity that is occurring.

**Future directions**

Encourage students to take more risks with their learning.

Promote the school - through better signage, publicity, and website.

A need for a fresh, energised and newness to the school.

**Curriculum**

**Background**

The school gathered data and views on English from staff, students and parents by distributing the School Map survey on English. 94% of parent surveys were returned.

**Findings and conclusions**

**All parent respondents strongly agreed or agreed that:**

- English is an important subject for their child;
- Their child has been developing new skills in writing and spelling this year;
- They are confident to assist their child with reading/writing/spelling at home;

93% of parent respondents strongly agreed or agreed that they understand how reading/writing/spelling are taught at Raleigh Public School, while 7% of respondents disagreed;

86% of parent respondents strongly agreed or agreed that there is good student access to computers and strong technology programs and resources, while 14% somewhat disagreed with this statement;

93% of parent respondents strongly agreed the school had kept them well informed about their child’s progress in reading/writing and spelling, while 7% of respondents disagreed.

**All students strongly agreed or agreed that:**

- It is important to learn English;
- They like ‘hands-on’ English work; and
- They are getting more confident in talking and listening activities.

96% of students strongly agreed or agreed that they are given extra help at school in English when they need it, while 4% strongly disagreed;

92% of students strongly agreed or agreed their teacher tells them how they are progressing in English, while 8% somewhat disagreed with this statement:

79% of students strongly agreed or agreed they enjoy reading in English lessons, while 21% somewhat disagreed with this statement; and

67% of students enjoy writing in writing lessons, while 12% somewhat disagreed and 21% strongly disagreed with this statement.

**All staff indicated they:**

- Have their own copy or internet access to the English K-6 syllabus;
- Use the English syllabus to develop their classroom teaching programs;
- Enjoy teaching English;
- Explicitly teach students how to comprehend texts;
- Give explicit feedback to their students about what they are doing well and how to improve their English skills;
- 83% of staff would like more training to utilize the Smartboard more in teaching English;
- 50% of staff strongly agree that Raleigh Public School has suitable resources for teaching English, 33% agree and 17% somewhat disagree with this statement; and

**Future directions**

To celebrate that overall English is well taught and received at Raleigh PS.

Continue to offer students explicit teaching in Reading, Writing, Listening and Talking.

Provide teaching staff with regular professional learning and sharing opportunities using technology.

Provide opportunities for students to be leaders in showing parents how and what is taught in the classroom.

Lesson study for teaching staff.

Discussion with students about learning practices.

**Professional learning**

School targets and individual staff needs and goals were analysed when determining the allocation of funding for professional learning in 2011.
Valuable professional learning opportunities for staff included:

Beststart training  
Climate Clever Energy Savers training  
Supporting New Scheme Teacher training  
School Promotions  
Quality Teaching Conference  
Cash Flow Budgeting

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

Outcome for 2012—2014

Quality teaching and learning programs in literacy will result in increased levels of overall literacy achievement for all students.

**2012 Targets to achieve this outcome include:**

- To increase the percentage of students in Year 3 spelling in Bands 5 and 6 from 0% in 2011 to 28% in NAPLAN 2012.
- To increase the number of Year 5 students achieving expected growth in Spelling between Year 3 and 5 from 33% to 66% by 2012.

**Strategies to achieve these targets include:**

- Implementation of the DEC *Teaching of Spelling K-6* document, the *North Coast Spelling* Document and DiPL teaching strategies.
- Spelling rules and explicit teaching of digraphs evident in classroom programs.
- Spelling programs- Professional dialogue and reflection timetabled into staff meetings.
- Lesson study focusing on QT in Literacy
- Monitor and evaluate literacy focus through: Students writing - greater vocabulary and more use of difficult words.

NAPLAN results and teaching strategies are utilised in everyday teaching. Criteria Spelling Assessment, Rubrics are consistently used. Spelling Assessment (SA + Waddington) - twice each year. Best Start Assessments each term.

Spelling linked to AL and COGS units to create significance and knowledge integration in classroom. Purchase Accelerated Literacy recourses.

PL in “Teaching Spelling”

PL in “Sustaining Accelerated Literacy”

Regular Literacy support for all classes

Discuss Consistency of teaching.

Cooperatively plan to incorporate explicit teaching to address identified student needs through lesson study.

Support Gifted and Talented students through Bellinger/Dorrigo Literacy days.

Parent workshop to discuss North Coast Spelling

**School priority 2**

Outcome for 2012—2014

Quality teaching and learning programs in numeracy will result in increased levels of overall numeracy achievement for all students.

**2012 Targets to achieve this outcome include:**

- To decrease the difference from State in Year 3 NAPLAN numeracy in problem solving in patterns and algebra from -23% in 2011 to equal with state in 2012.
- To decrease the difference from State in Year 5 NAPLAN numeracy in solving a range of one and two step problems in 2012.

**Strategies to achieve these targets include:**

- Professional Learning Opportunities are provided: Newman’s Error Analysis; NAPLAN analysis; explicit teaching using QT framework.
Cooperatively plan to incorporate QT ICT activities across all strands in maths. The use of interactive whiteboard technology in all classrooms in numeracy lessons.

Utilise Best Start training and resources; NAPLAN teaching strategies.

Teachers use rubrics, quality assessment practices and explicit criteria to communicate effectively with students.

Provide consistent school based assessment - Best Start, Maths Diagnostic tests.

Teacher workshops in problem solving using Newman’s Analysis.

Teach vocabulary related to numeracy needs.

Access Learning Objects on the TALE website to support the Working Mathematically outcomes.

Learning to read problems and jointly solve them is part of daily teaching.

Support Gifted and Talented students through Bellinger/Dorrigo Maths days.

Student reflection opportunities through feedback and feed forward meetings (2 times per year)

Regular sharing sessions through staff meetings Identified students receive additional numeracy support.

Lesson study on problem solving and QT in Numeracy.

Purchase Mathletics software for K-6 students to improve skills. Look at offering a differentiated program to suit the needs of students. Mathletics set tasks to focus on targets set.

PL in “Numeracy in Action” (NINA)

Communication of Mathematics ideas in Newsletter.

Students involved in the delivery of parent workshops to ensure practices are transferred to home.

**2012 Targets to achieve this outcome include:**

- To increase the number of Gifted and Talented students in Stage 3 engaging in differentiated learning from 0% in 2011 to 55% by the end of 2012.

**Strategies to achieve these targets include:**

- Quality teaching is provided in all classrooms through teaching/learning including ICT and quality resources.
- Each classroom program displays high levels of Intellectual quality, significance, social support and high expectations.
- Students grouped flexibly to allow for appropriate program delivery. Multi stage grouping.
- All classrooms are visually stimulating through the provision of environments conducive to learning.
- Gifted and Talented students identified and provided with access to quality, differentiated classroom programs.
- Identified students provided with extra – curricular opportunities to develop and support their talents through Bellinger/Dorrigo Gifted and Talented Program.
- Staff involved in SDD on Gifted and Talented policy and philosophy.
- Peer Support Lessons will form the basis for the implementation of the Values Framework across the school.
- Implement the School Code of Conduct / Values Framework to support staff, students and parents.
- Anti Bullying plan and programs implemented
- Work with CoS on Education Week anti-bullying stall.
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: