Raleigh Public School
Annual School Report

"Nurturing Children in an Innovative and Creative Environment"
Our school at a glance

Students

In 2012 Raleigh Public School began the year with 34 students. The school population in December was 39. Two classes were formed; a K-2 and a 3-6. A two class structure has been a constant for the last four 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 21st Century Learners. Many of our achievements are reported throughout the document.

Staff

There are two full time permanent teaching staff members including a teaching Principal. Staff numbers will remain stable in 2013. 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 meet 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, enrichment days and major excursions.

Significant programs and initiatives

The school participated in, and implemented several programs and initiatives in 2012 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. This funding does not exist for Raleigh Public School in 2013.

- “Kids in the Kitchen” is an important initiative that incorporates the values of healthy lifestyle choices and cooking skills for all students K-6.

- Active After School Program is a Physical Education Program where skilled coaches from the community come into the school to coach students from K-6 in a variety of sports and fitness. The students also participate in Focus Days where they have the opportunity to utilize their new found skills.

Messages

Principal’s message

2012 has been a busy year for Raleigh Public School and I’d like to thank everyone for supporting our school and sharing in the many successes over the year. This school has a friendly supportive atmosphere where students are provided with innovative and high quality opportunities. I have been very impressed in the short time I have been here with the quality and variety of teaching programs and opportunities available to the students at Raleigh Public School. The students here are very supportive of each other and are highly engaged.

One major highlight of the year was the musical, “Aladdin”. All students participated in this event with some wonderful opportunities to highlight individual student’s abilities. This was also a wonderful event where we could not have organized the whole event without the support of staff, and parents and the community. The students and I thank you all. As a result of the talent highlighted, one student received a scholarship to Camp Creative which she will participate in, in January 2013.

The students in this school are thoughtful and respectful of each other’s ideas, opinions and feelings. The caring and supportive feel of this school is very evident as soon as you walk into
the school and is often stated by visitors to the school.
The 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.
This may be a small school, but we have big hearts and big ambitions and aim to provide our students with the best opportunities available to prepare them for their future endeavours.
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.
Mrs Deanie Nicholls
Relieving Principal

P & C and/or School Council message
Raleigh Public School has had a great year. The highlight for the school Year was our amazing Aladdin Performance. The students were absolutely fantastic. Thanks to all the teachers for the time and effort they put in to making it such a success.

Thanks to our Treasurer Jo Hodgson for her tireless contribution to fundraising and the P&C Committee, we were able to raise much needed funds to support our school.
The money raised going towards the Interactive White Board, subsidising excursions, Sunset BBQ to name a few.

Our major fundraiser for the year was the Bunnings BBQ Day. It was a great success because of the people who volunteered to help on the day. THANKYOU!
The P & C Committee would also like to wish our Principal Mrs Leonie Buehler all the best in her new position. We would also like thank Mrs Deanie Nicholls for her time spent with us during term 4, as Relieving Principal. We also welcome our new Relieving Principal Mr Graeme King.
The Committee look forward to next year and extend a welcome to anyone who would like to participate in the meetings and fundraising that ultimately benefits all the students at Raleigh Public School.

Vicki McBaron
P&C President

Student representative’s message
In 2012 there were 2 captains and 3 leaders. At each assembly the captains and leaders would take turns at running the assembly. At the Sunset BBQ the captains and leaders ran this event.

We also went to a Leadership Conference in Brisbane to learn more about becoming a better leader for our school. We learnt about team work, being confident and how to be a better role model for our school.

We have really enjoyed being school leaders this year and wish the new captains and leaders good luck in 2013.

Melonie Taylor, Alana McBaron

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
In 2012 enrolments have increased by 11 students with growth expected to continue in 2013.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>30</td>
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<td>27</td>
<td>19</td>
<td>14</td>
<td>12</td>
<td>21</td>
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### Student attendance profile

<table>
<thead>
<tr>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
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<td>K</td>
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<tr>
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<td>91.3</td>
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<td>6</td>
<td>90.2</td>
<td>92.1</td>
<td>na</td>
<td>96.7</td>
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<td>Total</td>
<td>90.5</td>
<td>90.3</td>
<td>93.0</td>
<td>95.6</td>
<td>96.1</td>
</tr>
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</table>

### Management of non-attendance

This year Raleigh school’s attendance levels were made a target in the 2012 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% to 96.1% at the end of 2012.

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### Staff information

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Classroom Teachers</td>
<td>1</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
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<tr>
<td>Teacher RFF</td>
<td>0.084</td>
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<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 day - term</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
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<tr>
<td>Total</td>
<td>2.436</td>
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</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 retention has had some changes this year. The full time principal has moved into a leadership role in the district and a relieving principal has been appointed at Raleigh Public School for term 4, 2012 and 2013.

Classroom teaching staff has remained constant for 2012.

### 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>
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</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</th>
<th>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>$42,587.00</td>
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<tr>
<td>Global funds</td>
<td>$59,215.31</td>
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<tr>
<td>Tied funds</td>
<td>$44,674.84</td>
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<tr>
<td>School &amp; community sources</td>
<td>$16,556.66</td>
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<tr>
<td>Interest</td>
<td>$2,177.85</td>
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<tr>
<td>Trust receipts</td>
<td>$2,211.60</td>
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<tr>
<td>Canteen</td>
<td>$0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>$167,213.26</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | $9,022.44  |
| Excursions                | $5,114.55  |
| Extracurricular dissections| $6,796.16  |
| Library                   | $1898.12   |
| Training & development    | $0.00      |
| Tied funds                | $44,192.49 |
| Casual relief teachers    | $3,677.69  |
| Administration & office   | $33,314.40 |
| School-operated canteen   | $0.00      |
| Utilities                 | $8,614.19  |
| Maintenance               | $8,955.47  |
| Trust accounts            | $7,373.10  |
| Capital programs          | $0.00      |
| **Total expenditure**     | $128,958.61|

| **Balance carried forward** | $38,254.65 |

A full copy of the school’s 2012 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.

School performance 2012

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

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:

- The whole school was involved in the musical production of Aladdin. All students participated and had opportunities for students to excel. We performed at the Bellingen High School hall to share the student’s talents with the community.
- Our Choir sang at 4 Pre-schools, CWA functions, the local Eisteddfod and the local Neighborhood Centre as well as at school assemblies.
- During the year our school band has increased in size with our recorder ensemble being very successful. Students have also participated in guitar and keyboard ensembles.
- Year 5 and 6 students participated in the Bellingen Rotary Public Speaking Competition with great success. One student reached the finals and won $100 for the school.

Sport

- We held our carnivals - including Swimming, Cross Country and Athletics Carnival throughout the year. These were well attended and students showed great sportsmanship and always tried their best.
- The school participated in the Small Schools Athletics Carnival with 9 students selected to attend the Coffs Harbour District Carnival.
- Two students were chosen to participate in the Mid North Coast Athletics Carnival.
- The school participated in the Addidas Fun Run with great success.
Other

- Year 3-6 participated in the Picasso Cow program where the students designed and painted a life size fiberglass cow and attended a regional presentation day where students were educated about the importance of health and nutritional benefits of dairy products.
- Each class participated fortnightly in the Kids in the Kitchen Program where they grew their own vegetables in the school garden and harvested these to create healthy food choices for the whole school.
- Students participated in the RSPCA Cupcake Day raising $185.
- Years 3 to 6 participated in a Surf Safety Lessons run by Sawtell Lifesaving Club and provided by Coffs Harbour City Council.

Student achievement in 2012

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)
Percentage in bands: Year 3 Grammar & Punctuation

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
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Percentage in bands: Year 3 Writing

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<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
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Percentage in bands: Year 3 Numeracy

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<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
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Percentage in bands: Year 5 Reading

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<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
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<td>8</td>
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</table>
Progress in reading

In Reading the expected growth was 58.9% and our school average growth was 139.2%.

In Spelling the expected growth was 88% and the school average growth was 128.6%.

In Grammar and Punctuation the expected growth was 93.5% and the school average growth was 96.1%.
Progress in numeracy

In Numeracy the expected growth was 76.3% and the school average growth was 115.1%.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

- During March, our school celebrated Harmony Day. Students came dressed in Orange coloured clothing. During the day students made kites and flew them.
- Year six travelled to Brisbane with Bellinger Dorrigo Community of Schools to attend Young Leaders Conference. Students gained many leadership skills which they utilized in their roles as captains, leaders and role models for the younger school.
- 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.

**Progress on 2012 targets**

**Target 1**

*To increase the percentage of students in Year 3 spelling in Bands 5 and 6 from 0% in 2011 to 28% in NAPLAN 2012.*

Our achievements included:
Student growth in Year 3 was minimal.

**Target 2**

*To increase the number of Year 5 students achieving expected growth in Spelling between Year 3 and 5 from 33% to 66% by 2012.*

Our achievements included:
66.7% of students achieved greater than or equal to expected growth.
On average students in Year 5 achieved a scaled growth of 139.2%, which was much higher than the state average.
Target 3

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.

Our achievements included:
100% of students achieved problem solving in patterns and algebra. This was 5% above state average.

Target 4

To decrease the difference from State in Year 5 NAPLAN numeracy in solving a range of one and two step problems from -54% in 2011 to -20% in 2012.

Our achievements included
Student growth in this area was minimal in Year 5.
But:
100% students solved simple subtraction problems involving 1 and 2-digit numbers.
100% of students could solve a money problem to calculate the total amount.
33% of students could interpret a word problem and work backward to find the unknown element.

Target 5

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.

Our achievements included:
Gifted and Talented students participated in targeted programs as well as differentiated programming within their mainstream class.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Environmental Education and School Leadership.

Environmental Education

Background

The school developed the School Environmental Management Plan.
Topics discussed included:
Good understanding of waste management.
Knowledge of environmental sustainability.
How to reduce energy use in the school.
Minimising Waste into red garbage bins on a weekly basis.

Findings and conclusions

All students strongly agreed or agreed that:
The school is minimizing waste into the red garbage bins each week.
100% of students have a good understanding about waste management.
80% of students have very good knowledge of how to reduce energy in the school.
100% of students strongly agreed or agreed they are using correct bins when disposing of items.
92% of students have a good knowledge of environmental sustainability.

All staff strongly agreed or agreed that:
The school is minimizing waste in the red bins each week.

Students have a good understanding about waste management, a greater understanding of environmental needs and mostly use the correct bin when disposing of items.

Students have a good knowledge on how to reduce energy usage in the school.
All parent respondents strongly agreed or agreed that:

The school is making very positive steps in minimizing waste and developing in students a good understanding of waste management, environmental sustainability, how to reduce energy use and a greater understanding of environmental needs.

Future directions

Continue to encourage students to maintain recycling and environmental sustainability initiatives.

Continue to build on students’ knowledge on waste management, energy use and develop student’s access to sustainable food production.

School Leadership.

Background

The school gathered data and views on leadership from staff students and parents by distributing the school Map Survey on School Leadership.

Findings and conclusions

All students strongly agreed or agreed that:

School Leaders understand the school and get consistent results from staff and students.

92% of students strongly agreed that the school leaders value contributions of individuals and groups, changes are introduced by leaders that are good for students and the school is always looking for ways to improve what it does.

98% of students strongly agreed that school leaders are open to new ideas and staff, parents and students are encouraged to take leadership roles at the school.

75% of students strongly agreed that school leaders talk to them about their work and find ways to help them improve.

All staff strongly agreed or agreed that:

School Leaders understand the school and get the best from staff and students, the school ensures that everyone is treated fairly and the school involves all groups within the school community in deciding what it is aiming to achieve.

100% of staff strongly agree that school leaders discuss ways to improve learning, inspire and motivate learners, the school is always looking to improve what it does and leaders always talk to colleagues about finding ways to improve their practice.

All parent respondents strongly agreed or agreed that:

Leadership is strongly valued at school and school leaders build relationships based on trust, collegiality and mutual respect.

Staff, parents and students are encouraged to take leadership roles at the school.

All the members of the school community are treated fairly and school leaders motivate and inspire learners.

Future Directions

Encourage students to be involved in leadership opportunities to develop individual leadership skills.

Provide opportunities for staff to develop leadership skills through professional learning initiatives, including COVEY.
Professional learning
School targets and individual staff needs and goals were analysed when determining the allocation of funding for professional learning in 2012. Valuable professional learning opportunities for staff included:

Best Start training in Literacy and Numeracy.
Best Start Small Schools Network Training.
Dyslexia Training.
Quality Teaching Conference.
Adobe.
e-emergency Care.
Anaphylaxis.
Maths Training.
Persuasive Writing.
Team Leadership for School Improvement K-12.
Combined Bellinger Dorrigo GATS training and Development.

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

2013 Targets to achieve this outcome include:
Target 1
- To increase the percentage of Year 3 students achieving Bands 5 and 6 in spelling from 14.2% in 2012 to 40 % (2 students) in NAPLAN 2013.

Strategies to achieve these targets include:
Implementation of the DEC Teaching of Spelling K-6 document, the North Coast Spelling Document.
DiPL effectiveness & teaching strategies to be reviewed.
Spelling rules and explicit teaching of digraphs evident in classroom programs. Inclusion of Etymological knowledge into weekly programs. Utilise spelling document to create scope and sequence for K-2 and 3-6 respectively.
Spelling programs- Professional dialogue and reflection timetabled into staff meetings.
A Focus on writing with spelling, grammar and punctuation as the integral elements for improvement. Staff sharing of ideas and collegial discussions at staff meetings to occur each term. Student needs determined from Best Start tracking and staff TPL provided to meet these needs.

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

School priority 2
Outcome for 2012–2014

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

Target 2
- To increase the percentage of Year 3 students in numeracy achieving in top two bands from 28% in 2012 to 40 % (2 students) in NAPLAN 2013.
- To increase the percentage of Year 5 students in numeracy achieving in top two bands from
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 regular teaching.

School priority 3
Outcome for 2012–2014
Improved student attainment and engagement through differentiated learning and effective welfare practices.

Target 3
• To increase the number of students in Stage 3 engaging in differentiated learning from 37.5% in 2012 to 100% by the end of 2013.

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.

School priority 4
Outcome for 2012–2014
Increase teacher capacity in most current curriculum practices to provide innovative and tailored learning opportunities for all students.

Target 4
• To increase staff understanding of new syllabus and curriculum development from 0% in 2012 to 100% in 2013 to prepare staff for implementation of Mandatory Syllabus timeline beginning in 2014.

Strategies to achieve these targets include:
Complete 19 hrs Professional Learning initiatives around New Curriculum from BOS.

Investigate New Programming Tool from BOS and provide TPL for staff to utilise this tool in class 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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