School plan 2015 – 2017

Raleigh Public School 2931

Expert Teaching and Learning for All

Sustainability

Global Setting-Local Response
School background 2015 - 2017

School vision statement
At Raleigh Public School we are deeply committed to providing and sustaining, quality education within a nurturing and safe environment. Our school inspires and promotes individuals to reach their potential in an inclusive and supportive environment, to create future global citizens.

School context
Raleigh Public School is a small P6 school on the flood plain of the Bellinger River, on the Mid North Coast of New South Wales. It was established in 1874 and is one of the oldest schools in the area. We are active members of the Bellinger Valley Learning Community (BVLC) and Bellinger Valley Small Schools Network (BVSS Network), which includes Orama, Repton, Crossmaglen and Raleigh Public Schools.

The local school zone at Raleigh is small and our student body is made up of students from locations across the Bellinger Valley, including Raleigh, Urunga, Bellingen, Brierfield and Repton. We have a current enrolment of 25 students for 2015, with 25% of students being Aboriginal. Our School’s 2014 Family and Occupation Index (FOEI) was measured at 128, a rise of 36 from 2013. In 2014, 46% of students were in Quartile 1 and 38% in Quartile 2.

Our school has a large natural play area, including a large flat sports field, many trees and is surrounded on three sides by farm land. We have a full sized undercover basketball court and large covered play equipment area. We also have a large orchard, Kitchen Garden and Chicken pen. There are two permanent buildings, one used as a classroom and one as an office. Two demountable buildings house the second classroom and library.

The school is staffed on a P6 entitlement, there are fluctuating enrolments and current staffing is a permanent P5 teaching principal, permanent fulltime classroom teacher and permanent part-time teacher one day a week. The permanent classroom teacher is on extended leave. We are entitled to 0.496 School Administrative Manager and 0.2 General Assistant which is currently staffed casually due to leave. Decisions made around budgeting and resourcing have input from staff and are taken to P&C meetings for further input and suggestions.

School planning process
Our school evaluation process has included a review of the strengths, opportunities and areas for development across our school.

The evaluation processes included:
Staff were invited to a meeting where discussion was held and a survey was developed to evaluate the school with all parties. A further meeting was held where staff discussed and evaluated the strengths, areas for improvement, things that we were currently doing that they liked and the things that makes Raleigh unique.

Two parent and community meetings were held. One within school hours to cater to families who were unable to get care for their children outside of school hours and one after school for working families. Those families who were unable to attend meetings were offered the opportunity to complete the survey also. A total of 60% of families responded. There was rich discussion and ideas generated from the meetings and surveys around the strengths, areas for improvement, things that we were currently doing that they liked and the things that makes Raleigh unique.

The students from Years 3-6 also participated in a forum. There was a wide variety of responses from the students and they were also asked to complete the survey to evaluate the strengths, areas for improvement, things that we were currently doing that they liked and the things that makes Raleigh unique.

The Principal worked collaboratively with the Principal School Leadership Officer on the process. This included working with the BVSS Network.
The following three strategic directions outline the priorities determined by the school and community to drive best practice and attain the vision for our school.

Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**Purpose:**
Raleigh School will build the capacity of teaching staff to create a school-wide, professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom. Staff have a school-wide, shared responsibility for students learning and success, including high expectations of student achievement and differentiating learning to meet the potential of all individuals. We believe a successful school leads the learning for all, including students, community and staff.

**Purpose:**
The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to ensuring all students play active roles in the programs and activities being offered. The ‘Garden to Plate’ and ‘Reduce, Reuse, Recycle’ programs and encouraging environmental awareness and healthy eating, are developing student's skills to become lifelong learners. Further development of the school website and exposure in the local media, will help to promote the school and its programs to the wider community. This will assist to build student numbers and ensure the longevity of Raleigh Public for the future.

**Purpose:**
The school actively seeks ways to enhance student learning and wellbeing by building relationships with parents and families, other local schools and community organisations. Parents and families are recognised as valued members of the school community and partners in their children’s education. Common goals are established and all parties play an active role in building a strong and committed school community, and individuals who are lifelong learners and successful global citizens.
Strategic Direction 1: Expert Teaching and Learning for All

**Purpose**
Raleigh School will build the capacity of teaching staff to create a school-wide, professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom. Staff have a school-wide, shared responsibility for students learning and success, including high expectations of student achievement and differentiating learning to meet the potential of all individuals. We believe a successful school leads the learning for all, including students, community and staff.

**People**

Students are engaged in explicit learning tasks aimed at their individual capabilities to ensure they are reaching their potential across all KLA’s

Staff will enhance teacher capacity by:
- Continued Professional Learning around implementing the BOSTES syllabuses;
- The development of appropriate Scope and Sequences; and
- Work with staff from the BVSS Network.

Parents and Community Partners will be:
- Engaged in a collaborative learning community;
- Working together to meet the needs of individuals; and
- Active partners in the learning culture of the school.

School Leader will continue to:
- Drive and support the implementation of syllabuses, including creative and innovative programs within the classrooms and whole school;
- Develop Teacher Leaders with consideration to Quality Teacher Development across the Teaching Standards.

**Processes**

Project 1: Develop a whole school Scope and Sequence across the KLA syllabuses, to drive teaching and learning for all.
- Teaching staff engage in Professional Learning;
- Develop whole school Scope and Sequences to meet the needs of the multi-stage classes; and
- Build Staff capacity to develop programs using the School Scope and Sequence.

Project 2: Every student engages in all aspects of academic programs successfully.
- ILP’s written for students with additional learning needs;
- Teachers will differentiate learning in the classroom to meet the needs of all individuals to reach their potential;
- Online program subscriptions
- Staff will regularly update student PLAN data and use this information to drive the teaching; and
- Engagement in Peer tutoring and the Better Buddies programs.

Project 3: Staff from the BVSS Network will develop assessment tools and strategies to reflect the BOSTES syllabus documents in Literacy, Numeracy and Science and Technology. Staff will regularly update student PLAN data and use this information to drive teaching and learning.
- Professional learning for all staff;
- Use teacher expertise across the BVSS Network to develop school scope and sequences; and
- Use collaborative practices, to develop assessment tools and strategies to support teacher CTJ.

**Evaluation Plan:**
- Analysis of student literacy and numeracy continuum data
- Evaluation of assessment tasks
- Analysis of staff participation in PL

**Products and Practices**

**Product**
- All schools will have assessment tools and strategies to reflect the BOSTES syllabus documents in Literacy, Numeracy and Science and Technology, in a joint project with the BVSS Network.
- Develop a whole school Scope and Sequence across the KLA’s, to successfully implement the BOSTES syllabuses.
- To increase the % of students achieving at or beyond expected stage standards in Literacy and Numeracy. In Term 1 2015, 36% of students in Literacy and 59% in Numeracy were at or beyond the expected standards.

**Practice**
- Every student engages in all aspects of academic programs successfully. This has been evidenced by:
  - Using PLAN to plot academic success and progress in Literacy and Numeracy
  - ILP’s and Differentiating learning in the classroom teaching programs,
  - Interviewing a Student Focus Group from each stage at the beginning and end of each school year to measure students engagement at school
  - Data taken from Tell Them From Me survey
- All teaching staff are involved in Professional Learning around the new syllabus and their implementation
- Syllabus Implementation to build staff capacity– All teachers implemented School Scope and Sequences for all KLA’s.

**Improvement Measures**

- To increase the % of students achieving at or beyond expected stage standards in Literacy and Numeracy.
- All schools will have assessment tools and strategies to reflect the BOSTES syllabus documents in Literacy, Numeracy and Science and Technology, in a joint project with the BVSS Network.
### Strategic Direction 2: Sustainability

#### Purpose

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to ensuring all students play active roles in the programs and activities being offered. The ‘Garden to Plate’ and ‘Reduce, Reuse, Recycle’ programs and encouraging environmental awareness and healthy eating are developing student’s skills to become lifelong learners. Further development of the school website and exposure in the local media, will help to promote the school and its programs to the wider community. This will assist to build student numbers and ensure the longevity of Raleigh Public for the future.

#### Improvement Measures

- Increase the effectiveness of the Reduce, Recycle, Reuse Program to encourage lifelong learners
- Effectively implement the ‘Garden to Plate’ Program

#### People

<table>
<thead>
<tr>
<th>Students</th>
<th>People are actively engaged in the learning programs aimed at increasing their environmental awareness and skills to become lifelong learners by:</th>
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<tbody>
<tr>
<td>- Developing a clear understanding of the use of the coloured bins and their importance;</td>
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<tr>
<td>- Being active participants in cooking lessons;</td>
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<td>- Demonstrate increased knowledge about healthy eating; and</td>
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<tr>
<td>- Increased use of skills when planning, preparing and cooking meals.</td>
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<tr>
<td>Staff</td>
<td>Will be active participants by:</td>
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<tr>
<td>- Encouraging and supporting students to develop planning, preparation and cooking skills;</td>
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<td>- Being positive role models to the students and community by using package free lunches and appropriate use of the bins;</td>
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<td>- Positively promoting the great things done at school to the wider community; and</td>
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<td>- Making all sustainability and environmental issues a part of everyday teaching to encourage lifelong learning.</td>
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#### Parents and Community Partners

| Support the package free lunches to reduce waste at school; | |
| Encourage their children to try new foods as a part of the Kids in the Kitchen program; and | |
| Working as partners with the school to instill the Reduce, Recycle, Reuse principles; and | |
| Active partners in the learning culture of the school. | |

#### School Leader

| Drive and promote the school to the wider community to build student numbers and ensure the longevity of the school; and | |
| Encourage a welcoming and supportive environment for all who enter the school. | |

#### Processes

| Project 1: Utilise the resources being produced in the school to enhance the ‘Garden to Plate’ project and increase students life skills by: | Processes |
| - Develop students skills to plan, budget and cook healthy and nutritious meals, utilising produce grown; and | |
| - Establish an effective Gardening Club who plans the Kitchen Garden Planting. | |
| Project 2: Increase the effectiveness of students, staff and community using our ‘Reduce, Recycle Reuse’ Program by: | |
| - Promoting the Program in the newsletter, assemblies and website; | |
| - Conduct a Waste Audit to assess the effective use of the three coloured bins; | |
| - Encourage the use of Package free lunches to reduce waste; | |
| - Introduce ‘Recycling Monitors’; and | |
| - Roster students to be Chicken and Worm monitors. | |
| Project 3: Establish a Raleigh Community Playgroup in the school grounds, to build possible future enrolments for the school by: | |
| - Letterbox dropping flyers; | |
| - Establishing a welcoming and caring environment for families to enjoy coming weekly; and | |
| - Employing a Playgroup Coordinator to setup and run the playgroup each week. | |

#### Evaluation Plan:

| Analysis of student engagement in recycling program | Analysis of student participation in playgroup |
| Analysis of student engagement in Kids in the Kitchen Program | |

#### Products and Practices

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<tr>
<th>Product</th>
<th>Practice</th>
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<tbody>
<tr>
<td>Establish a Raleigh Community Playgroup with steady attendance numbers as evidenced by beginning and end of year attendance figures</td>
<td>Increase the % of students who order Kids in the Kitchen meals, from an average of 72% in 2014.</td>
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<td>Promote the school to the wider community as evidenced by:</td>
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<td>- Publishing articles in the Courier Sun at least twice a term and in the Coffs Harbour Advocate at least once a term; and</td>
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<td>- Effectively utilising, updating and promoting the School Website, and monitoring the website views.</td>
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<tr>
<td>Increase the effectiveness of the ‘Reduce, Recycle, Reuse’ Program to encourage lifelong learners. Evidenced by:</td>
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<tr>
<td>- Recycling Monitors regularly reporting at weekly assemblies on successes and improvements;</td>
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<td>- Students increase the effective use of coloured bins as evidenced by waste audits in Term 1 and 4;</td>
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<td>- Roster students to care for the chickens and worms, including feeding with green waste; and</td>
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<tr>
<td>- Increased use of package free lunches by promoting in the school newsletter and assemblies and evidenced by reduced waste in the waste audit.</td>
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<tr>
<td>Effectively implement the ‘Garden to Plate’ Program which will incorporate the following:</td>
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<td>- Kids in the Kitchen Program, utilising the school produce to plan, budget and cook meals four times each term;</td>
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<td>- Run a weekly Gardening Club; and</td>
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<td>- Increase students’ skills working with food, including hygiene, safety, cooking and preparation as evidenced by pre and post data from Student Focus Groups and Parent surveys.</td>
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## Strategic Direction 3: Global Setting - Local Response

### Purpose

The school actively seeks ways to enhance student learning and wellbeing by building relationships with parents and families, other local schools and community organisations. Parents and families are recognised as valued members of the school community and partners in their children's education. Common goals are established and all parties play an active role in building a strong and committed school community, and individuals who are lifelong learners and successful global citizens.

### Improvement Measures

- Positive school image enhanced by a new school logo, uniform and School Song and evidenced by the pre and post data from the Community Engagement Survey
- Strong community support of the school and Parents feel they are valued members of the school community as evidenced by:
  - ‘Tell Them From Me’ survey data; and
  - Pre and Post Data from the Community Engagement Survey;

### People

**Students** will promote the school to their parents and the wider community by their achievement, performance and active participation in school programs.

**Staff** will actively seek ways to enhance student learning by:
- Ensuring lessons are engaging and all students participate;
- Communicating students achievements and needs through regular contact with families;
- Utilise community expertise to enhance programs and activities to make them relevant and interesting; and
- Active participants in Community of School (CoS) projects with other schools.

**Parents** will actively engage with their child’s learning and the school by:
- Participating in school activities and parent meetings when possible;
- Honestly completing and returning parent surveys, including the School Engagement Survey and the ‘Tell Them From Me’ survey; and
- Positively promoting the school to the wider community.

**Leaders** will collaboratively initiate and support positive community interaction between the students, staff and wider community.

### Processes

**Project 1:** Enhance Raleigh Public School’s positive image within the wider community by:
- Launching the School Song;
- Developing a new School Logo and uniform;
- Promoting the school through the local newspapers, school newsletter and School Website;
- Participation in events with other local schools including, sporting carnivals, NAIDOC activities and CoS Education Week ‘Education on Show’ performance;
- Regular visits to the Raleigh Masonic Nursing Home; and
- Establishment and ongoing support of the Raleigh Community Playgroup.

**Project 2:** Staff from the BVSS Network will develop assessment tools and strategies to reflect the BOSTES syllabus documents in Literacy, Numeracy and Science and Technology.

- Professional learning for all staff in BOSTES syllabus documents; and
- Use collaborative practices to lead the effective development of assessment tools and strategies to support teacher consistent judgement when assessing students.

**Evaluation Plan:**
- Analysis of community survey data regarding school song and logo
- Analysis of Tell Them From Me Survey
- Analysis of community engagement survey

### Products and Practices

**Product**
- Positive school image enhanced by a new school logo, uniform and School Song and evidenced by the pre and post data from the Community Engagement Survey
- Strong Community Endorsement of the School Plan as evidenced by the minutes from the Parents and Communities (P&C) meeting.
- All schools will have assessment tools and strategies to reflect the BOSTES syllabus documents in Literacy, Numeracy and Science and Technology, in a joint project with the BVSS Network.

**Practice**
- Strong community support of the school and Parents feel they are valued members of the school community as evidenced by:
  - ‘Tell Them From Me’ survey data; and
  - Pre and Post Data from the Community Engagement Survey;
- Strong relationships are built across the community. This includes:
  - Developing the Raleigh Community Playgroup;
  - Continued positive relationships with Preschools across the valley;
  - Regular visits to the Raleigh Masonic Nursing Home; and
  - Strong interactions and activities within the Bellinger Valley Community of Schools (CoS), including the BVSS Network and Bellinger-Dorrigo Learning Community (BDLC).
- Common goals are established amongst the CoS schools including:
  - BVSS Network Assessment Tools project
  - BDLC Gifted and Talented Project
  - Small Schools Combined Days with Orama, Dundurrabin and Hernani.