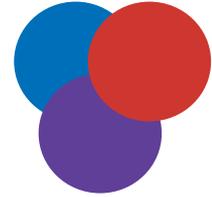


RANDWICK PUBLIC SCHOOL Annual Report



2015



Introduction

The Annual Report for 2015 is provided to the community of Randwick Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



Message from the Principal

At our Annual Presentation Day I read a letter to students which, when it was circulated by a UK school, went viral:

Please find enclosed your test results. We are very proud of you as you demonstrated huge amounts of commitment and tried your very best during this tricky week.

However, we are concerned that these tests do not always assess all of what it is that make each of you special and unique. The people who create these tests and score them do not know each of you- the way your teachers do, the way I hope to, and certainly not the way your families do.

They do not know that many of you speak two languages. They do not know that you can play a musical instrument or that you can dance or paint a picture. They do not know that your friends count on you to be there for them or that your laughter can brighten the dreariest day.

They do not know that you write poetry or songs, play or participate in sports, wonder about the future, or that sometimes you take care of your little brother or sister after school.

They do not know that you have travelled to a really neat place or that you know how to tell a great story or that you really love spending time with special family members and friends.

They do not know that you can be trustworthy, kind or thoughtful, and that you try, every day, to be your very best.. the scores you get will tell you something, but they will not tell you everything.

So enjoy your results and be very proud of these but remember there are many ways of being smart.

Living, learning and leading today, for all of us, students, teachers and parents alike is very much like swimming in unpredictable water. We dive in, and we never really know what is going to happen next. As much as we like to think we can predict and control what will happen in our lives, it is far from reality. Everything is always changing; often situations and choices are unclear and someone there, ready to criticise, rather than appreciate our complexities.

To succeed in this changing, complex, ambiguous world, we must become increasingly comfortable with uncertainty and sudden change. We need to be able to weave together opportunities and make sense of disparate information, and develop novel and innovative solutions. At the same time, we need to have the confidence to make decisions on the spot, even in the absence of complete data. The qualities needed are openness, authentic listening, and adaptability to embrace other people's ideas or situations that arise.

The term that is being increasingly used to describe this is Agility, drawn from the IT industry. Learning Agility allows us to learn something in one small situation, scale it up quickly and apply it in a different or broader context.

Prof. Guy Claxton from King's College, Cambridge notes that in schools we need to move from the ICE age: Instruction, Comprehension and Examination to the ACE age: Agility, Capability and Empowerment. As well as the still important "3R's" children, must learn to:

1. Organise and design their own learning
2. Think on their feet
3. Persist with difficulty
4. Manage their attention amidst competition
5. Question and check knowledge claims
6. Form effective teams for work and study

7. Diagnose and improve their own work

8. Seek and act on feedback

<http://www.cie.org.uk/images/177923-guy-claxton.pdf>

To accomplish this effectively we have aimed to develop a growth mindset for our organisation.

Our teachers have actively engaged in the new Performance Development framework. As John Hattie, a well-known educational researcher notes *"The biggest effect on pupils' achievement occur when teachers become learners about their own teaching, and when pupils become their own teachers."*

Students have been encouraged to seek out and build on feedback to improve, persist with work for longer and cope with change with resilience. Over the last decade Josh Pyke has evolved into one of Australia's finest singer/songwriters. This is despite the fact that he can't read music. I recently heard Josh interviewed on ABC radio about his recent performance with the Sydney Symphony and although he has been highly successful, his overriding theme was *'I wish I'd learnt to work harder earlier. I only realised later in life that you can always work harder.'* Fortunately this is not news to us; our school motto is "Endeavour".

Continuous change has now become embedded in our daily lives and schools are no different. At its best we grow through change; at its worse we become anxious, fearful and inward looking. At Randwick we have embraced change and worked together to achieve the best outcomes for students: our community has worked effectively to gain increased and improved accommodation which we will see come to fruition over the next two years; the school planning and evaluation process has seen the broader community communicate their ideas and the engagement of our students in their learning and broad range of opportunities is evident in the recent Biennial Art event, Band Graduation Concert, Sports Presentation and a myriad of other events throughout the year.

For several generations, we have grown up being entertained by Walt Disney's cartoons, animations and movies. Walt said *'Around here, however we don't look backwards for very long. We keep moving forward, opening up new doors and doing new things, because we're curious and curiosity keeps leading us down new paths.'*

To end on a lighter note I have watched somewhat more TV than usual during my convalescence and have thus seen a particular advertisement whose catch line caught my attention. To sum up the year's journey for the Randwick school community I can only say, "Now, that's a little bit fabulous!"

Susan Allen

Principal

Message from the President of the P&C Association

2015 has been a challenging, but very successful year for the Randwick P&C.

Key achievements

Some of the key achievements during the year have included:

The sale and transition of OOSH from P&C management to a private entity: we run what is reputed to be the largest public school OOSH in NSW. The smoothness of the transition is a credit to the OOSH sub-committee and an engaged management.

Another really successful year of fundraising: the specific fundraising events resulted in what I believe is a record year of over \$90,000. This is in addition to the returns we have gained from the uniform shops and the canteen. We should thank the school community for embracing the on-line ordering system. The transition to only online ordering has been surprisingly uneventful and has allowed the canteen to focus on what it does best; producing healthy food for our kids.

Our success at the NSW election with a commitment to a major expansion of the school accommodation into the grounds of the Open High School: at a time when many NSW Public Schools are in crisis over classroom shortage, we should not underestimate how lucky we were. This would not have been possible without the enthusiastic lobbying from the parent body, and we cannot forget the genuine support of our local member, Mr Bruce Notley-Smith in working behind the scenes. While progress has been slower than we would have liked, I have been impressed by the efforts of the appointed architects to provide us with an excellent school for our 21st century learners.

While our success this year has been the result of the support of a broad section of the school community, I would like to express our particular gratitude to the following people: To Sue Hammermaster and Leanne Bergan as our tireless fundraising coordinators, and to Adriana Skleparis for organising the highlight of the social calendar, that is the Trivia Night. Please take a bow for the enormous contribution that your often unsung efforts bring to the school.

This year we have been extremely fortunate to have a Professor of Economics and frequent media spokesman on the economy, Richard Holden as our P&C Treasurer. He has introduced the “Zero” accounting system, and has provided the tools for each sub-committee to have much greater visibility of their finances on a timely basis. He has also implemented some much improved controls over our cash flows and bank accounts.

Thanks also to those who have stepped away from their duties during the course of the year. These include Ros Dunn for her support as Canteen Manager, Sophie Reed as communications co-ordinator, and Vic Munro, assistant treasurer.

To each of our sub-committee members, thank you for your energy and commitment. Thanks go to each of:

Canteen Coordinator, Noelle Seaton; Uniform Shop Coordinator, Mindy Alker; OOSH, Kelly Kershaw; Working Bee Coordinator, Damian Lucas; Class Parent Coordinator, Adriana Skleparis; Sports Coordinator, Jodie Gordon; Morning Tea Coordinator, Jay Trakosas; Garden Expert, Sarah Brill; and Nicola Kidston, as Band Coordinator, for her really passionate and valuable contribution to nurture the children’s musical talent. The band has gone from strength to strength under Nicola’s guidance, including arranging the inaugural band camp.

Lastly let’s not forget that our children are primarily here to learn. This is something Randwick Public continues to excel at. We are grateful for the extra level of dedication that the teachers and executive continue to demonstrate on a daily basis. For that we must express an extra measure of gratitude.

Terry Daly

P&C President

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School background

School vision statement

Randwick Public School provides a broad, high quality education for a diverse community of students and families, where excellence is sought and achieved through clear purpose, strategic goals, explicit teaching and consistent endeavour by all. Randwick Public School aims to educate children to their optimum potential, equip them with life skills and enable them to develop a positive role within the community. The school has a continuing tradition of academic excellence in all areas. Our multicultural profile enables us to enjoy the celebration of diverse cultures. An appreciation of the value of the individual is a feature of the school's philosophy. A strong Student Welfare Policy ensures that students are safe and happy at school.

School context

Randwick Public School is located in the Eastern Suburbs, adjacent to Randwick Junction, Coogee Beach , Randwick Racecourse, The University of New South Wales and three large teaching hospitals, The Prince of Wales Private, Children’s and Women’s Hospitals.

Randwick Public School (enrolment 844 students, including 43% from a non-English speaking background),

provides a nurturing and welcoming environment for students from diverse cultural and socio-economic backgrounds.

Staff actively participate in the development and leadership of quality learning programs. An active parent body provides a source of knowledge and expertise for stimulating programs as well as an excellent resource base for teaching and learning.

Strong academic results and a focus on continuous improvement, particularly in the areas of literacy, numeracy, technology, student welfare and leadership, support a broad, inclusive program. Differentiated class teaching programs, programs for gifted and talented students, learning support and EALD ensure individual student learning needs are met. There are high expectations for sporting endeavour, the performing arts and the provision of extracurricular programs including two languages (Community language other than English-Mandarin, and Primary language other than English-Italian).

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school leadership team ensure that there are opportunities for students and the community to provide constructive feedback on school practices and procedures so that the school can communicate clearly about our priorities.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning

Elements include the Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. Self-assessment indicates that the school is excelling in the areas of Student Performance Measures and Wellbeing. Evidence for student performance includes externally validated Student Attainment measures: there is a statistically higher number of students in the top two NAPLAN bands in Years 3, 5 and 7 and 100% above the National Minimum Benchmark for Literacy and Numeracy; and internal performance measures indicate consistently high performance across the KLA's. Wellbeing includes the planned approach towards supporting emotional, social, physical and cognitive development through engagement with external agencies, therapies and programs, internal programs, effective professional development, Individual Learning Plans for more than 80 students and Personal learning Plans for all indigenous students. Excellent wellbeing promotes a school culture that is caring, respectful and supportive of all members.

In all other elements the school is sustaining and growing and has measures in place (evident in strategic directions) to work towards excellence.

Students have demonstrated improvement across the KLA areas of English and Mathematics and are beginning to identify what they need to do in order to improve, through a combination of self-reflection and explicit feedback from their teachers. Maintenance of our support programs including: Learning Assistance, English as Another Language or Dialect and Pathways (Gifted and Talented) have assisted classroom programs in being well differentiated for individual students.

The quality of our Sustainability and Kitchen Garden programs to successfully engage students, parents and community members in the practical application of the curriculum was acknowledged by major awards and prizes from Randwick City Council and the Eastern Suburbs Sustainability Network. A focus on Indigenous planting and growing techniques will be part of the planned expanded school landscape.

Excellence in Visual Arts, Music and Performing Arts is celebrated through alternating annual events. In 2015 students created their own art work as well as grade based sculptures made out of recyclable materials for a huge community event.

Teaching

Elements include Effective Classroom practice, Data Skills and Use, Collaborative practice, learning and Development and Professional Standards. In the areas of Professional Standards, Collaborative practice and Learning Development our school has self-assessed as sustaining and growing. All staff meet the Professional Standards with more than 50% having a post graduate qualification in addition to their teaching degree. Teachers, accredited with the NSW Institute of Teaching, have maintained their hours of professional development and accreditation. Teachers have set performance development goals, been observed professionally in their practice by colleagues and have reviewed and revised their learning plans throughout the year in discussion with senior staff. Significant professional development has been undertaken focused on explicit teaching methods in writing and reading, teaching processes in creative and practical arts, differentiating the curriculum for students with additional needs, intervention for receptive and expressive language, occupational therapy and hearing support and non-contact intervention as well as all mandatory training in cardio pulmonary resuscitation, anaphylaxis, asthma, anti-racism, code of conduct, child protection and safe conduct of sport.

Collaborative practice is embedded in teacher teams who plan, assess, monitor student progress and share resources. This ensures clear communication, transparent decision making, sharing of talents and consistency of teaching programs. Teachers work collaboratively in structured and informal settings to share teaching expertise both through classroom observation of good practice and discussion. There is a planned mentoring program for beginning teachers.

The majority of teachers work beyond their classrooms making positive contributions to broader school programs. We continue to maintain excellent musical, sporting and environmental programs that primarily exist outside of regular class time, maintained by the valued time and effort put in by all staff.

We are at the delivering stage in Data skills and use. The school leadership team regularly uses data to inform key decisions and engage staff to reflect on student performance data. 2016 milestones include establishing structures and professional learning to enable each teacher to engage more actively in data analysis to inform classroom practice and to communicate this to students and parents through learning intentions and success criteria.

Leadership

Elements include Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes

The Leadership team, comprising of Principal, 2 Deputy Principals and 4 Assistant Principals, are a stable, cohesive unit working together to lead the whole school community through a productive and successful teaching and learning cycle. Management practices and processes have been continually refined over an extended period to provide for highly effective planning and resourcing and innovative leadership of programs. The school is well regarded by its community as being well resourced and managed.

Parents and community members engage in planning, policy and program evaluation and development, initiating new programs, in class support, community BBQ's, working Bees, the Band program, Uniform Shop and Canteen which are all instrumental in Randwick being an inclusive and successful school.

Randwick Public School is committed to the development of leadership capacity for all students, staff and parents. Teaching staff lead and manage a variety of management teams to contribute to the development and implementation of the school strategic plan and the overall vision for the school. This leadership development is central to school capacity building. Staff manage resource purchasing & allocation, professional learning, new syllabus introduction and the formation of systematic assessment and teaching programs. Maintaining opportunities for teaching staff to lead their colleagues are essential to building an agile, multi skilled team.

Strategic Direction 1 ACHIEVING

Academic excellence,

Broad understanding of the world in the 21st C

Highly trained teachers, through consistent quality educational practices

Purpose

To provide academic excellence, a broad understanding of the world in the Future Focus Pedagogies and highly trained teachers, through consistent high quality educational practices, focused assessment, feedback and evaluation.

Overall summary of progress

Prime Mathematics was introduced K-3 with a focus on growth in mathematics development across the years but particularly beyond Year 3. As it is significantly different in focus, with increased emphasis on mathematical calculation and interpretation across all mathematical fields, implementation is being staggered over three years to ensure students have the prior knowledge for success. Significant teacher development and the preparation of additional materials to cover the full NSW Mathematics syllabus have accompanied this initiative.

The SARP and SAMP volunteer programs targeted students requiring additional support in literacy and numeracy. Student growth and engagement was evident throughout the program and reported by volunteers to the home class teacher to develop future learning targets.

Professional development focusing on writing and concept planning using the new English Syllabus was completed resulting in a more consistent approach to literacy programming, teaching and assessment. Focus on Reading professional development was introduced in Semester 2 and will continue with further training and implementation of strategies in 2016, to develop higher order comprehension strategies in particular.

The collection and analysis of data continued to be a focus, with Sentral Markbook being used across the school. Teachers engaged in the use of the literacy and numeracy continuums with the decision made to track K-2 on PLAN while Year 3-6 use third party software to integrate data collection with reporting.

The development of Science, History and Geography scope and sequences, teaching strategies and programming and assessing were undertaken, with the implementation of Geography being planned for 2016 as the final new syllabus.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Maths - 90% of Y3 students in the top 3 Bands in NAPLAN, 2% or less will be below Minimum standards	<ul style="list-style-type: none">• Implementation of Prime Maths K-3• Introduction of Year 4 maths groups focusing on number• Pathways and SAMP programs focusing on supporting individual learning needs• Analysis of 2015 NAPLAN results show:<ul style="list-style-type: none">○ 86% of Year 3 students in the top three bands in Numeracy	\$20000 - Mathematics

	<ul style="list-style-type: none"> ○ 0% of Year 3 students below minimum standards in Numeracy 	
<p>Maths - 85% of Y5 students in the top 3 Bands in NAPLAN , 2% or less will be below Minimum standards</p>	<ul style="list-style-type: none"> ● Continued development of Senior School maths program ● Introduction of Oxford Maths assessments ● SAMP program focusing on supporting individual learning needs ● Analysis of 2015 NAPLAN results show: <ul style="list-style-type: none"> ○ 80.3% of Year 5 students in the top three bands in Numeracy ○ 0% of Year 5 students below minimum standards in Numeracy 	
<p>Writing - 90% of Y3 students in the top 3 Bands in NAPLAN with a focus on moving 20% of students from Band 5 to Band 6</p>	<ul style="list-style-type: none"> ● TPL focusing on writing and concept planning using the new English syllabus complete ● Creation of scope and sequence of Quality Literature Texts across the school based on social purpose, focus on imaginative and persuasive ● English Committee initiating the development of writing programs to ensure consistency in teaching, learning and assessment for feedback and reporting. ● Analysis of 2015 NAPLAN results show: <ul style="list-style-type: none"> ○ 96.1% of Year 3 students in the top three bands in Writing ○ 43.8% of Year 3 students at Band 5 and 44.5% in Band 6 in Writing 	<p>\$20000 - English</p> <p>\$5250 - writing TPL</p>
<p>Writing - 85% of Y5 students in the top 3 Bands in NAPLAN with a focus on moving 20% of students from Band 6 to Band 7</p>	<ul style="list-style-type: none"> ● TPL focusing on writing and concept planning using the new English syllabus complete ● Creation of scope and sequence of Quality Literature Texts across the school based on social purpose, focus on imaginative and persuasive ● English Committee initiating the development of writing programs to ensure consistency in teaching, learning and assessment for feedback and reporting. ● Analysis of 2015 NAPLAN results show: <ul style="list-style-type: none"> ○ 78.4% of Year 5 students in the top three bands in Writing ○ 38.6% of Year 5 students at Band 6 and 21.8% in Band 7 in Writing 	
<p>Growth of students in Bands 7 and 8 in Spelling, Punctuation and Grammar NAPLAN equal to or above school average.</p>	<ul style="list-style-type: none"> ● Analysis of 2015 NAPLAN results show: <ul style="list-style-type: none"> ○ 50% of Year 5 students in the top two bands in Spelling ○ 61.7% of Year 5 students in the top two bands in Punctuation and Grammar ● Implementation of grammar and spelling scope and sequence documents to be included in writing programs in order to initiate growth in 2016 NAPLAN. 	
<p>Teaching practices reviewed in accord with</p>	<ul style="list-style-type: none"> ● Review and update spelling scope and sequence ● Moderating of writing samples to ensure consistent teacher judgement 	<p>\$5000 Focus on Reading</p>

student data and feedback to achieve growth	<ul style="list-style-type: none"> • Implementation of Jolly Phonics in ES1. • Introduction to Focus on Reading comprehension program • Continuation of SARP program • Collaborative planning days scheduled once per term 	\$13000
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Next steps

Future directions for 2016 include:

- Prime Maths to continue K-3. Plan adjusted to move the program into Year 4 in 2017 as it was identified that further development in foundational number skills was needed for success in Year 4;
- Completion of *Focus on Reading* professional development and concept programming in writing. Full implementation of strategies evident in teaching and learning programs together with improved student outcomes;
- Online collection of data, through Markbook, expanded Y1 to 6 for use in reporting, to monitor progress between external testing periods and to inform planning for individual students;
- Staff trained and a schedule implemented for regular data interrogation by stage and grade groups to ensure individual student growth is consistent between external testing periods;
- K-2 tracked on literacy and numeracy continuums using PLAN, with the school moving towards tracking all students by 2018;
- Full implementation of scope and sequence, program documents and assessment and reporting for Science and Technology, History and Geography;
- Sponsored Towards Transformation program implemented across 3 Year 6 and 2 Year 2 classes to embed technology for learning and develop a staff implementation team for roll out to other staff and grades;
- Learning Intentions and Success Criteria to be implemented through staff development and collaborative programming to ensure students' are engaged in goal-setting, teaching is differentiated and students and parents are provided with effective feedback for learning; and
- Further analysis of student assessment data, including NAPLAN and internal assessments to determine success of implemented programs, including resetting of targets compared with state and similar school norms.

Students, staff and community
through consultation, diversity of programs and real life connections to learning

Purpose

To engage students, staff and the community to maintain and develop the school’s core functions, to develop and participate in providing a broad and inclusive range of programs and facilities and ensure equity of access for all sectors of the school community.

Overall summary of progress

A Performance Development Program, focusing on goal-setting, professional development, teacher accreditation and explicit feedback was implemented. As a result of planned and structured professional development undertaken over three terms, teachers engaged confidently with the Framework and the procedures involved, were aware of the accountability requirements, and participated in observations and effective feedback with their peers. All staff completed the process successfully.

A Beginning Teacher Group was created to support the successful transition of teachers from pre-service training into full time teaching, overseen by a Deputy Principal. Teachers were able to clarify requirements of the school setting and engage in further professional development. Funds provided to newly appointed teachers were also used to meet their individual needs for additional planning and reporting time as well as observation of more experienced teachers, in line with school targets.

The executive reviewed current policies and procedures throughout the school. Staff were consulted, and new processes for the collection and sharing of student work samples and programs, and assessment practices has resulted in consistent procedures to guide teaching and learning programs. A Staff Handbook has been developed and issued. It encompasses current policies, programs and processes to identify, address and monitor student learning, community engagement and welfare, and school procedures.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Well developed & current policies, programs and processes to identify, address and monitor student learning.	<ul style="list-style-type: none"> Monitoring of student learning by book and learning sample sharing, collection & group moderating and evaluation by staff and executive Executive attended professional learning to investigate Formative Assessment program for staff Investigate and purchase of PD resource on Embedding Formative Assessment in readiness for 2016 Clear communication processes that describe teaching programs and school plans through interviews, P&C, information evenings, class parent and email access Provide explicit and timely feedback to parents and students about progress and areas for development via formal and informal interviews, written reports 	\$550 - Formative Assessment

	and Learning Support meetings	
Students strongly identify as successful learners	<ul style="list-style-type: none"> • Extra-curricular leading and learning opportunities are significant and support student development as successful learners • 245 students in Years 4 - 6 participated in the Tell Them From Me survey. Results are as follows: <ul style="list-style-type: none"> ○ 95% of students valued school outcomes ○ 73% of students were interested and motivated ○ 94% of students tried hard to succeed 	
School wide collective responsibility for student learning & success, with high levels of student, staff and community engagement	<ul style="list-style-type: none"> • Expansion of Markbook to collate student assessment data across Years 2 – 6 • Tech team to identify stage core apps to support student learning and engagement • Pilot classes in Years 1-4 trialling iPads 1:2 • Information sessions focusing on literacy, numeracy, digital life, transition, and welfare sessions regarding student growth and development for parents/carers • When surveyed, the majority of teachers stated that the students and collegiality of staff were the most positive aspects of working at the school. • When surveyed, 97% of staff responses indicated that members of our community feel welcome and included, and this is reflected in our policies and practices. 	<p>\$2000 Sentral subscription</p> <p>\$228 - Survey Monkey subscription</p>
Committees active to support key groups: Beginning Teachers and Curriculum Leaders.	<ul style="list-style-type: none"> • Formation of Beginning Teacher Team • Technology committee supporting staff with sourcing and recommending resources for teaching and learning • Committees meet regularly and contribute to the school plan, review milestones and support staff by planning events, investigating and purchasing resources, reviewing policy and scope and sequence documents to support teaching and learning and student engagement 	
Formal mentoring to support improved teaching and leadership practice.	<ul style="list-style-type: none"> • TPL and implementation of the Performance and Development Framework • Deputy appointed to oversee Beginning Teacher plans and use of funds • Implementation of peer observation program. • 80% of staff surveyed feel that the school provides opportunities for all staff members to share their views and contribute to school decisions. 	<p>\$1800 - PDP TPL</p> <p>\$228 - Survey Monkey subscription</p>
Next steps		

Future directions for 2016 include:

- Implementation of the Hattie and Willan models of Visible Learning and Embedding Formative Assessment to ensure consistent goal setting, the use of lesson Learning Intentions and Success Criteria and a school-wide collective responsibility for student learning and success and community engagement. This will be achieved through on-going TPL and reflection sessions, and peer observation and feedback programs;
- Staff to be issued Staff Handbooks containing all relevant policies and procedural documents. These will be maintained on an ongoing basis, in order to ensure all staff are consistent and up-to-date with school systems; and
- Beginning Teacher Group to include formal mentors working closely with newly appointed teachers, as well as other beginning teachers, and liaising with executive. The mentors will support the development of teaching practice and class management, as well as wellbeing.

Strategic Direction 3 BELONGING

Through fostering effective whole school community organizational practices, addressing diversity and the needs of all learners

Purpose

To develop effective whole school organisational practices and programs, addressing diversity and the needs of all community stakeholders.

To develop an inclusive environment where all are supported to develop a sense of ownership of and a responsibility for maintaining the organisation.

Overall summary of progress

Positive and respectful relationships across the school community underpin productive and cohesive learning environments, fostering a sense of belonging. In 2015 we launched as a KidsMatter school after completing two components of professional development, enabling staff to facilitate and foster effective and respectful relationships across the community.

Under the KidsMatter umbrella, a number of wellbeing programs have been successfully implemented into our weekly teaching and learning, including Bounce Back, Circle Time, Digital Life and the Buddy Program, resulting in students gaining skills and leadership capabilities and social and emotional development.

Community partnerships have been established and strengthened through whole-school events such as Harmony Day, Grandparents' Day, NAIDOC Week, parent workshops, working bees, and a Chinese parents group resulting in an increase in parent involvement and sense of inclusion.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Positive and respectful relationships fostering a sense of belonging (measured by survey –	<ul style="list-style-type: none"> • Students gain skills and leadership capabilities through weekly wellbeing lessons focusing on social and emotional development. These programs 	P&C funded

Tell them from me)	<p>include Bounce Back, Circle Time, Digital Life.</p> <ul style="list-style-type: none"> • 92% of staff surveyed feel that the contributions of diverse cultures and groups are encouraged in our school. • Launch as a Kidsmatter school at the annual Harmony Day assembly with Kidsmatter team in attendance. • 245 students in Years 4 - 6 participated in the Tell Them From Me survey. Results are as follows: <ul style="list-style-type: none"> ○ 81% of students had a high sense of belonging ○ 91% of students had positive relationships • In 2015 the Harmony Day assembly and multicultural lunch helped to support address the diversity and needs of all community stakeholders fostering a sense of belonging 	<p>\$228 - Survey Monkey subscription</p> <p>\$0 - Tell Them From Me survey</p>
Reported levels of wellbeing amongst students, staff and community	<ul style="list-style-type: none"> • 86% of staff surveyed feel that they are valued and respected in the workplace. • 78% of staff surveyed feel that relationships between staff members are respectful and responsive. • 100% of staff feel that relationships between students and staff are respectful and responsive. • 94% of staff feel that relationships between staff and student families are respectful and responsive. • 245 students in Years 4 - 6 participated in the Tell Them From Me survey. Results are as follows: <ul style="list-style-type: none"> ○ 97% of students had a high rate of participation in sports ○ 68% of students had a high rate of participation in extracurricular activities ○ 96% of students had positive behavior 	<p>\$228 - Survey Monkey subscription</p> <p>Tell Them From Me survey</p>
Reported levels of bullying/teasing reduced	<ul style="list-style-type: none"> • Continuation of Year 4 Buddy Program to ensure the effective transition of Kindergarten students into the school. • PAVE survey results indicate 93% of Year 4 and 5 student participants are not experiencing significant levels of anxiety, depression or victimization. 	<p>\$0 - Tell Them From Me survey</p> <p>\$0 - PAVE</p>
Early identification of emotional, social and cognitive needs	<ul style="list-style-type: none"> • PAVE survey results indicate that 7% of Year 4 and 5 student participants have experienced significant levels of anxiety, depression or victimization. These students have been identified, parents' informed, and proactive strategies are being implemented to monitor and support their needs. 	<p>\$0 - PAVE</p>

	<ul style="list-style-type: none"> Identified students participate in social and emotional developmental programs including Theragames, Passive Play, Kidsxpress and CoolKids. Staff participation in professional development and dialogue to develop capabilities in addressing a range of social, emotional and cognitive needs. Exploration of resilience/wellbeing programs for use in 2016, including Lifeskills and MindUp. 	<p>\$1500 - Kidsxpress</p> <p>\$60 - MindUp books</p>
Level of participation in support programs by students and families identified	<ul style="list-style-type: none"> 94% of surveyed staff feel that our school has specific policies and practices that promote inclusion and a safe environment for all. Learning Links program accessed for nominated students. 99% of children who are identified for support programs actively participate and have the support of their parents. 	<p>\$228 - Survey Monkey subscription</p> <p>\$0 - Learning Links</p>
Strengthened home, school and community partnerships through better communication	<ul style="list-style-type: none"> Strengthened home, school and community partnerships through parent information sessions, school newsletters, class emails, school magazine and school, P&C and Chinese Parent Group. P & C Facebook page actioned Families are additionally supported through the provision of the Positive Parenting Program course and parent support groups for families with children with additional needs. 	<p>Subsidised by P&C</p>

Next steps

Future directions for 2016 include:

- Continue analysis of PAVE data for early identification of emotional, social and cognitive needs;
- Staff and student and community feedback through surveys to monitor emotional and social wellbeing;
- Continue to support and encourage community partnerships through whole-school events, parent workshops, working bees, support groups;
- Professional development of staff to implement the Mind Up program, which will replace the Bounce Back program;
- Youth Chaplain to be employed to implement social skills programs;
- Professional development for staff by Nikki Bonus on LifeSkills and wellbeing programs and implementation across whole school;
- Commission an Indigenous artist to update the art in the stairwell;
- Acquire additional funding for a bush tucker garden; and
- Ascertain available grants to support Aboriginal students and purchase resources.

Key initiatives and other school focus areas

This section includes:

- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>To ensure:</p> <ul style="list-style-type: none"> • A sustainable Aboriginal Perspectives Committee across the stages; • Implementation of Aboriginal Perspectives across all KLA's in a tangible, visible, accountable and accessible format in our teaching programs; • Delivery of a meaningful NAIDOC week for the school which incorporates prior knowledge; • Positive and respectful relationships fostering a sense of belonging; • Individual learning supported by the effective use of school, system and community expertise and resources through contextual decision making and planning; • Comprehensive framework to support cognitive, emotional, social and physical and spiritual wellbeing of staff, students and their families in a school context; • School wide collective responsibility for student learning & success, with high levels of student, staff and community engagement; and 	<ul style="list-style-type: none"> • In 2015, no Aboriginal students in Years 3 or 5 sat the NAPLAN tests; • Student art works were entered into the Koori Art Expressions and exhibited at the Maritime Museum. Randwick community supported the students by attending the opening of the exhibition; • One Year 6 student participated in Yarn UP, a program aimed to provide opportunities for Aboriginal students in Years 5 and 6 to develop skills in impromptu speaking, public speaking, debating and positive feedback; • One Year 2 student nominated as a deadly kid, a ceremony which celebrates the academic achievements, leadership skills and attendance of Aboriginal and Torres Strait Islander students in Sydney's public schools; • The Aboriginal committee meet once per term to arrange incursions and excursions, purchase resources for the school, explore units of work and evaluate the impact of the policy and perspective inclusions in teaching and learning; • PLPs were created for all identified Aboriginal students; • Resources are available to all staff through explicit programs, a working continuum of the 8 ways, incursions and TPL; • An Incursion/Excursion plan developed to support Reconciliation Week, NAIDOC week and teaching programs; • Performances by Matt Doyle (Didgeridoo player), The Buuja Buuja (Butterfly) Dance Group and Muruwari and Eora musicians at NAIDOC assembly; • NAIDOC Day Assembly attended by 850 students, 60 staff and 100 parents and community members resulting increased cultural understanding and positive and respectful relationships to foster a belonging and inclusiveness; and • Aboriginal Perspectives Policy created and presented to staff and a document called the 8 Ways implemented resulting in inclusion of Aboriginal Perspectives to all KLAs. 	<p>\$2292</p>

<ul style="list-style-type: none"> Well developed & current policies, programs and processes to identify, address and monitor student learning. 		
<p>English language proficiency funding</p> <p>To ensure</p> <ul style="list-style-type: none"> curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate; and Data analysis informs school programing consistently. 	<p>This year</p> <ul style="list-style-type: none"> Two part time English as an Additional Language / Dialect (EAL/D) specialist teachers support EAL/D phase Beginning English (BLL, BSL), Emerging English and Developing English language learners comprising 25% of the school's 42% Language Background Other Than English (LBOTE) population (353 students); Minimal in class support has been provided for developing learners who comprise 2% of the LBOTE population; EAL/D teachers have increased the focus on oral language, vocabulary and grammar, with the aim to improve students' writing and reading skills; EAL/D teachers attended regular network meetings to increase accurate assessment of language phase and teaching skill; EAL/D achieve at a comparable level on the National Assessment Program (NAPLAN) tests; Year 3 made significant growth in Reading from 2014 where 78% of LBOTE students placed in the top two bands to 85% of LBOTE students in 2015.70% of 2014 LBOTE students placed in the top two bands for Writing increased to 85% of LBOTE students in 2015; Senior School support has resulted in a significant growth in NAPLAN for Year 5. Reading increased from 28.4% in 2014 to 51.1% LBOTE students scoring in the top two bands in 2015. Growth in Writing increased from 33.3% of LBOTE students in the top two bands 2014 to 42.2% of LBOTE students in 2015; 8 of our Year 4 LBOTE students have been successful and accessed the Opportunity Class for 2016; and EAL/D teachers continue to build capacity of other staff through cooperative planning, lesson modelling and resource sharing. 	<p>\$100 501</p>
<p>Targeted student support for refugees and new arrivals</p> <p>To ensure</p> <ul style="list-style-type: none"> Individual learning is supported by the effective use of school, system and community 	<ul style="list-style-type: none"> An Additional (EAL/D) specialist teacher is employed once a week to support the New Arrival students; Students are primarily in K-2 and are assessed as EAL/D phase Beginning English (BLL, BSL); Students participate in conversation and early reading skills mainly in a small group withdrawal environment 	<p>\$18 501</p>

<p>expertise and resources through contextual decision making and planning; and</p> <ul style="list-style-type: none"> Home, school and community partnerships are strengthened through better communication. 	<p>each day; and</p> <ul style="list-style-type: none"> All students improved their capacity to access the class curriculum and to engage positively with peers. 	
<p>Socio-economic funding</p> <p>To ensure</p> <ul style="list-style-type: none"> Students from low SES backgrounds participate fully in school programs; Equal outcomes for low SES background students; and Parents are supported to participate actively in their students' education. 	<ul style="list-style-type: none"> Low SES students accessed all areas of the school's programs including excursions, sporting activities and scholarships for band participation; Support was given for the purchase of school uniforms and other school requisites in consultation with parents; Learning support was provided as and where required including support for parents to enable effective completion of homework; Additional homework classes provided for identified students through community support; Sponsored participation in student wellbeing and support programs such as Kidsxpress and Coolkids and in parenting programs; and Validated data on the Attainment of Equity groups indicates that the school is delivering in Year 3 and improving further by Year 5 for students who remain in the stable and responsive RPS environment. 	<p>\$8 448</p>
<p>Low level adjustment for disability funding</p> <p>To ensure</p> <ul style="list-style-type: none"> Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate; Individual learning is supported by the effective use of school, system and community expertise and resources through contextual 	<p>This year</p> <ul style="list-style-type: none"> 4 School Liaison Support Officers (SLSOs) employed 75 hours per week to assist in supporting 150 ILPs that have been developed and implemented; 90 students from K-6 are directly supported by the learning support teacher; 40 ILP meetings, where parents were directly involved occurred. Parent attendance rate was 97%; greater cohesion of support and success for the students for teachers to develop programs to target the needs; 35 additional children supported by external agencies such as Speech and Occupational Therapy; 10 teachers participated in the OT mini course to support targeted students; 100% of Year 5 students were above the National Minimum Benchmark in all NAPLAN tests, except 	<p>\$60 301 learning support teacher funding EFT 0.6</p> <p>\$30 605 flexible school learning support officer funding 75 hours</p>

<p>decision making and planning;</p> <ul style="list-style-type: none"> To create a school-wide, responsibility for student learning and success, with high levels of student, staff and community engagement; and Home, school and community partnerships are strengthened through better communication. 	<p>spelling, which was 99%;</p> <ul style="list-style-type: none"> 68% of the students in Year 3 2013 who were in bands 2 and 3 in any of the NAPLAN tests, were identified and received ongoing LAST support. Of these, 94.1% achieved expected growth in Year 5 NAPLAN tests; and Three community members volunteered to implement SARP & SAMP. 6 students were targeted for these programs. The LST has reviewed these programs for 2016. It has identified and targeted volunteer groups, developed promotional ideas and created ideas to support volunteers. 	
<p>Support for beginning teachers</p> <p>Beginning teachers have been supported by:</p> <ul style="list-style-type: none"> Reducing beginning teacher teaching loads to support the development of their skills; Providing beginning teachers with ongoing feedback and support through the collaborative practices of the school; Implementing mentoring structures to support classroom observation and provide structured feedback; and Facilitated beginning teachers in accessing professional learning that focuses on best practice to support their professional development. 	<p>This year</p> <ul style="list-style-type: none"> three teachers received second year of funding and two newly appointed teachers received first year's allocation; all developed a Beginning Teacher Plan (BTP) to outline their use of funds to support their professional goals as related to school goals; all worked collaboratively with committee leaders, mentors, executive and other experienced teachers to develop and maintain BTPs; reduction in teaching loads, in-line with individual plans for observation of self and others, professional dialogue with mentors and demonstration lessons. Time allocated for assessment and reporting purposes; leadership development through shadowing experienced staff in writing teaching programs and undertaking PD to ensure the successful implementation and maintenance of significant school initiatives such as Ecomaniacs, Oliver, iPad use in the classrooms and embedding Aboriginal Perspectives across the curriculum; worked collaboratively, liaising with executive and mentors to begin the process of acquiring and annotating evidence for accreditation; accessed external professional learning courses relating directly to their roles, BTPs and PDPs; purchased professional resources to support professional development relating to classroom management and explicit teaching of literacy and numeracy program; and worked with mentors, enabling professional dialogue, observations and feedback, collaborative planning and 	<p>\$38314.91</p>

	programming and team teaching.	
Other school focus areas	<ul style="list-style-type: none"> Impact achieved this year 	Resources (annual)
Reading recovery <ul style="list-style-type: none"> Two teachers (0.5EFT, 0.13EFT) provided RR to 13 children on a 1:1 withdrawal program In addition 26 children previously on program were monitored and followed with additional support where required funding from LLAD and SLSO support Provided opportunities for beginning teachers to observe lessons 	<ul style="list-style-type: none"> 13 of 130 students in Year 1 (10%) participated in the program; 11 of 13 participants completed the program, with sufficient skills to access class program; 1 of 13 participants was referred off the program for further cognitive assessment; 1 of 13 participants will carry over to 2016 due to significant absences in term 4; All students who complete the program have continued to have small group support with the Learning and Support Teacher; and Of the 21 previous participants who are now in Years 2 and 3 and can be tracked, all students are working at or above recommended levels in reading and spelling. 	\$60000
INFORMATION TECHNOLOGY <ul style="list-style-type: none"> Update school website Purchase green screen to support Stage 3 Film by the Sea Use of Markbook Online newsletter Skoolbag Film by the Sea Increase iPad fleet Apps Improve teacher access to TPL Maintenance of IWB fleet 	<ul style="list-style-type: none"> Markbook used Y1-6, improved consistency of assessment between classes and reduced teacher time in collating data for reports. New website format for the school newsletter has enhanced the quality of communication with parents. Able to be viewed on computer, tablet & phone. Currently 1301 Apple users & 400 Android users are interacting with the Randwick Public School app. Total 1709 users. Skoolbag alerts and emails directed to Stages to improve individualised communication. Stage 3 followed a Film literacy program and Two Year 6 films were submitted into the Film by the Sea competition. Both films were selected to show at the evening. Number of iPads in each class <ul style="list-style-type: none"> Kindergarten- 6 Year 1- 6 Year 2- 10-15 Year 3- 10 Year 4- 10 Year 5- 30 Year 6- 30 1:1 program school iPad program for Stage 3 used in Senior School, Home Class and Languages. Showbie used by teachers and students to provide work, share work and submit work. 	\$153963

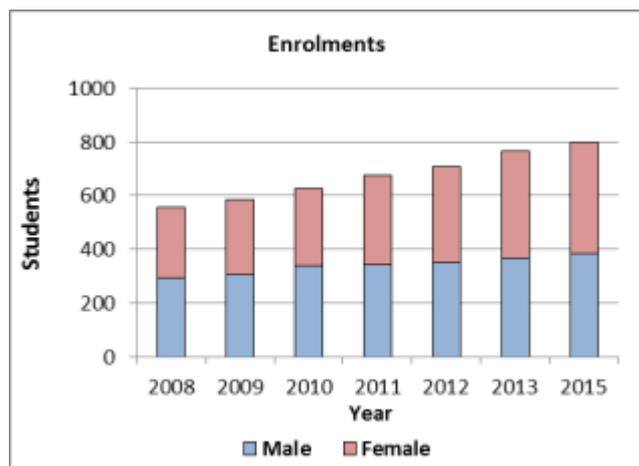
	<ul style="list-style-type: none"> • Two classes in Year 2 are trialling a 1:2 program. • Apps allocated per Stage and in line with collaboratively developed teaching programs. Main apps: <ul style="list-style-type: none"> ○ Kindergarten- Quick Math Jr, RED Writing and Sentence Builder. ○ Stage 1- Pic Collage, Popplet, Strip Designer ○ Stage 2- Popplet, Book Creator, Pic Collage, Strip Designer, iMovie ○ Stage 3- Showbie, Book Creator, iMovie, Green Screen DoInk, iStop Motion, Quick Math • New interactive touch CommBox screens were purchased for the Kindergarten classrooms. The screens require minimal maintenance. • An additional interactive Commbox screen was purchased on a stand for extended Library. This is currently being used in the Staffroom for TPL. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1:1 Ipad Program Year 6; 1:2 iPad for Year 2</td> <td style="text-align: right;">52395.3</td> </tr> <tr> <td style="padding-left: 40px;">Replacement IWB</td> <td style="text-align: right;">31742</td> </tr> <tr> <td style="padding-left: 40px;">Network expansion</td> <td style="text-align: right;">10630</td> </tr> <tr> <td style="padding-left: 40px;">IT Replacement Equipment</td> <td style="text-align: right;">6969</td> </tr> <tr> <td style="padding-left: 40px;">IT Support Salary</td> <td style="text-align: right;">9594</td> </tr> <tr> <td style="padding-left: 40px;">Minor Expenses</td> <td style="text-align: right;">12736</td> </tr> <tr> <td style="padding-left: 40px;">IT Teacher resources</td> <td style="text-align: right;">682</td> </tr> <tr> <td style="padding-left: 40px;">Computer Coordinator</td> <td style="text-align: right;">29659</td> </tr> </table>	1:1 Ipad Program Year 6; 1:2 iPad for Year 2	52395.3	Replacement IWB	31742	Network expansion	10630	IT Replacement Equipment	6969	IT Support Salary	9594	Minor Expenses	12736	IT Teacher resources	682	Computer Coordinator	29659	
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Digital Citizenship	<ul style="list-style-type: none"> • Digital Life lessons are embedded into the curriculum resulting in positive digital citizens amongst the Randwick community; • An online issue tracking system has been developed and implemented; • A parent information evening was held for the Randwick community and neighbouring school communities, making stakeholders aware of the research about the impact of media multitasking. 																	

Student information

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

Student enrolment profile

Student enrolment is increasing at 6.7% compared with 4.2% for similar schools. Boundary changes have been made and buildings will be constructed 2016-2017 and school enrolments capped at 1000.



Student attendance profile

Year	2009	2010	2011	2012	2013	2015	
School	K	95.9	96.1	96.0	96.7	97.4	97.3
	1	96.0	95.7	94.5	95.9	96.4	96.7
	2	96.7	96.2	95.6	96.1	97.2	97.4
	3	95.8	96.7	96.5	96.1	96.7	97.9
	4	96.7	96.5	96.7	97.0	95.9	97.4
	5	97.1	96.5	96.2	95.9	96.9	96.3
	6	95.3	94.9	95.2	95.7	96.4	96.8
	Total	96.2	96.1	95.8	96.2	96.8	97.2
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Class sizes

Roll class	Year	Total in class	Total per year
KA	K	22	22
KC	K	23	23
KG	K	22	22
KK	K	23	23
KR	K	23	23
KT	K	22	22
1A	1	21	21
1B	1	22	22
1BL	1	22	22
1G	1	22	22
1P	1	22	22
1S	1	23	23
1/2K	1	10	24
	2	14	24
2M	2	25	25
2P	2	23	23
2R	2	24	24
2S	2	24	24
2T	2	24	24
3F	3	30	30
3KV	3	30	30
3LP	3	30	30
3N	3	31	31
3/4D	3	8	30
	4	22	30
4E	4	30	30
4K	4	30	30
4S	4	30	30
5A	5	25	25
5B	5	28	28
5G	5	28	28
6C	6	25	25
6R	6	25	25
6S	6	26	26

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30
Teacher of Reading Recovery	0.63

Position	Number
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	1
School Counsellor	0.5
School Administrative & Support Staff	5
Total	46.13

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two staff members identify as Indigenous.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	52

Professional learning and teacher accreditation

Fourteen staff members are working towards accreditation at Proficient, whilst throughout the year one staff member successfully submitted their evidence and report and achieved Institute Accreditation at Proficient. Eighteen eligible new scheme teachers are continuing their professional development in order to maintain Accreditation at Proficient within the Institute.

Beginning Teachers

An increase in staff members who are beginning teachers, either as new permanent appointments or on year contracts and the subsequent funding of specific professional learning programs has led us to explore with beginning teachers the areas for their development and the tailoring of programs to best meet individual teachers' need. The addition of six newly graduated teachers has moved the emphasis to class management and development of teaching skills in literacy and numeracy leading to a Beginning Teacher Coordinator being appointed (DP). All new scheme teachers (including teachers on temporary contracts) have been supported with development aimed at completing and maintaining teacher accreditation. Additionally, all staff members have received professional development in the new Performance Development Framework, and requirements for accreditation under NSW Board of Studies requirements.

Professional Development

\$65194 was received in funds for professional development and to support teaching in Literacy and Numeracy and \$74363 was expended for this purpose with DoE funds being supplemented from school funds.

Whole school areas of development have included:

- Introduction to and in depth training in programming for writing and concept planning using the new English syllabus. Over ten hours of professional development was delivered by Gateways Education, and time was allocated to meet and reflect upon between-session tasks;
- Staff completed over seven hours of professional development on the Performance and Development Framework, including specific professional development on conducting observations of peers and giving effective feedback;
- One staff development day was held at the Art Gallery of NSW and focused on the creative arts, supporting staff in preparation for the school's bi-annual art exhibition. Additionally staff received instruction in the process for submitting artworks into the Koori Art exhibition;
- Staff participated in five hours of professional development on inclusion of students with additional needs, presented by Lifestart, and aligning with the Every School, Every Student reform;
- An introduction to Focus on Reading was delivered, beginning to unpack the six comprehension strategies, and their implementation in literacy programs;
- Regular committee meetings were held throughout the year to review and revise scope and sequences, programs, resources, teaching and learning programs. These meetings informed our School Plan milestones. A sharing afternoon of milestones achieved and future directions was arranged and attended by all staff;
- Staff engaged in curriculum development to implement the History and Geography syllabi;
- Mandatory training was undertaken in Child Protection updates, CPR, Anaphylaxis and Asthma, Safe Conduct of Sport, Code of Conduct, WHS and Emergency care; and

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	721322.86
Global funds	434738.56
Tied funds	182701.24
School & community sources	863516.26
Interest	18920.08
Trust receipts	23136.25
Total income	2221199.00
Expenditure	
Teaching & learning	
Key learning areas	186042.10
Excursions	158073.54
Extracurricular dissections	320357.07
Library	31188.12
Training & development	0.00
Tied funds	168272.10
Casual relief teachers	127714.05
Administration & office	152252.61
School-operated canteen	0.00
Utilities	55738.13
Maintenance	61396.55
Trust accounts	21468.57
Capital programs	43626.00
Total expenditure	1282502.84
Balance carried forward	938696.16

Financial summary

The school has been reserving funds chiefly gained from lease of premises and accumulated over the past 3 years to provide additional resources and upgrades to the existing school buildings and playground areas.

With the announcement of a major capital works program, these funds will now supplement the program by refurbishing and remodeling other school facilities and providing upgrades to the program to be carried out 2016-2017.

The capital Works program will see the acquisition of the Open High School site, demolition of existing OHS classroom blocks, construction of a 10 classroom complex, refurbishment of the OHS

administration building and construction of a large central playground incorporating the former OHS site.

Funds are also held for asset replacement and acquisition particularly in the area of technology.

School performance

School-based assessment

NAPLAN

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.

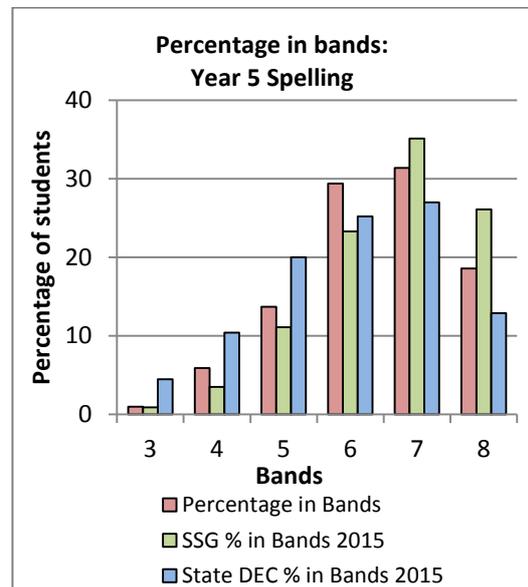
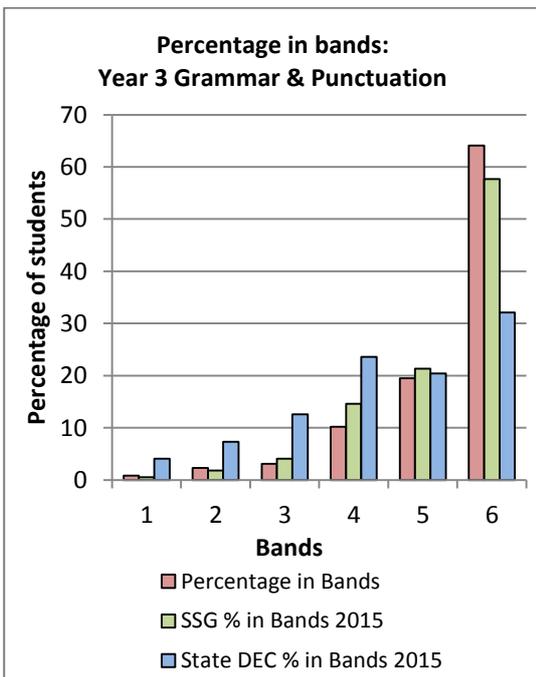
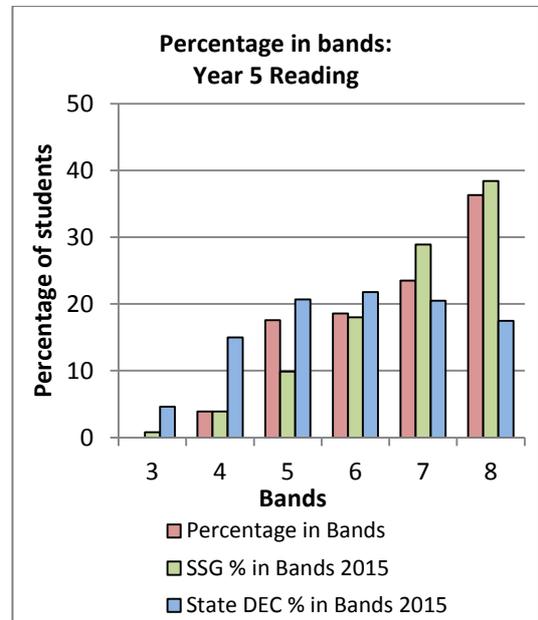
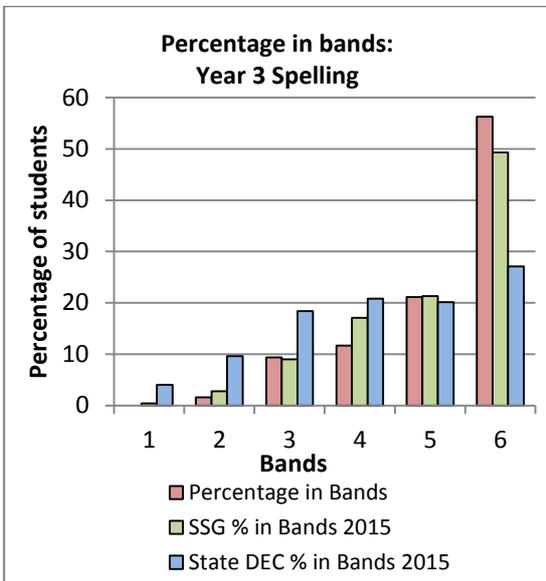
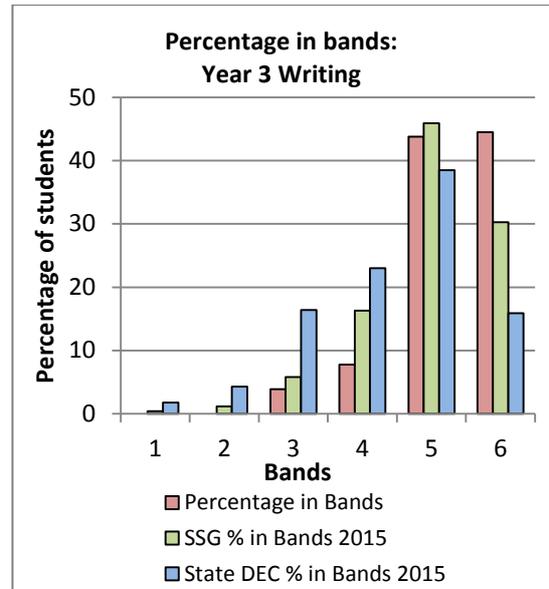
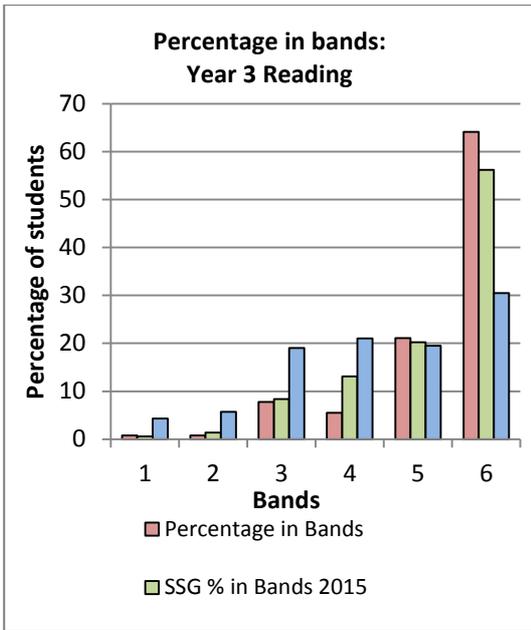
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

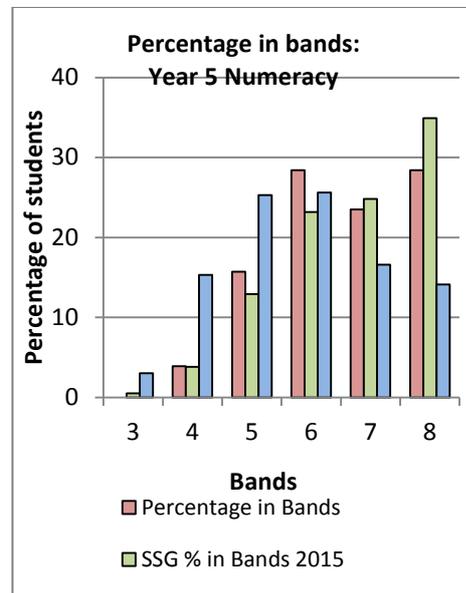
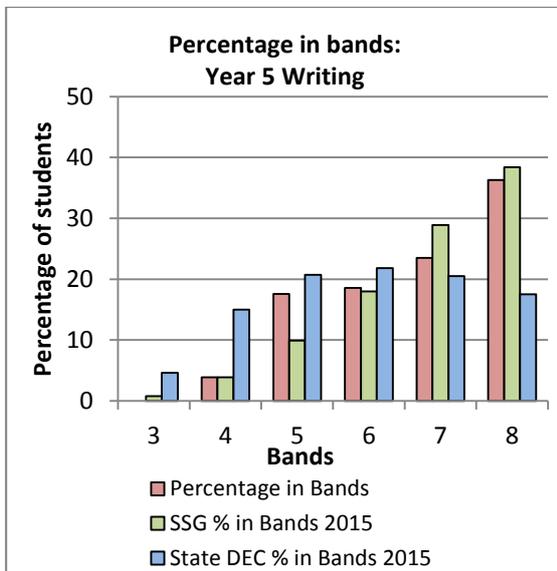
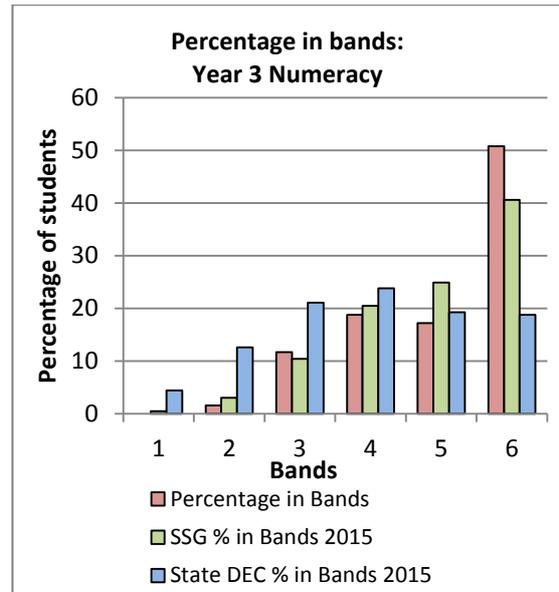
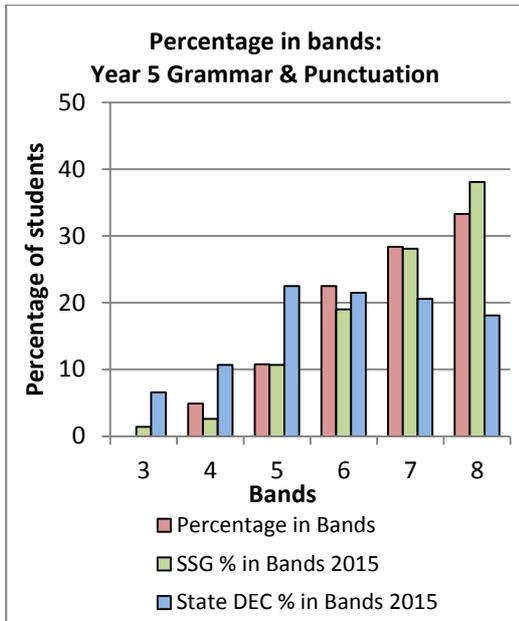
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Students continue to perform at a high level in all aspects of Literacy with the school out performing similar school groups both state and independent. The percentage of students in the top bands for Year 3 Literacy has increased, with particular growth in Writing. Similar patterns of development are evident in Writing for Year 5; however in 2016 spelling skills still continue to be a area of focus. The provision of a more suitable Writing topic for Years 3 and 5 has seen a considerable growth across the grades.

Excellent Year 3 reading results have been maintained in 2015 with students showing continuous improvement as a result of focused teacher professional learning, regular practice at both home and school and the maintenance of the Learning Support program including: Reading Recovery, Pathways, EaLD and Parent tutor programs for those requiring additional learning support.

The *Focus on Reading 3 – 6 Program* has been introduced across the Stages to improve student growth in Reading from Year 3 to 5.





NAPLAN - Numeracy

Students in Year 3 performed above State, Independent and similar schools, with 50.8% of students achieving Band 6 and 100% of students above the national Minimum Benchmark.

Year 5 students continue to maintain similar averages in Numeracy. 99% of students performed above the National Minimum benchmark.

To build on Numeracy skills across the school, Kindergarten to Year 3 have been working on the Prime Maths program and Year 4 streamed classes were successfully introduced, focusing predominately on Number. These classes will be expanded in 2016 to include all Maths strands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. We have used the *Tell them from Me* surveys from students, parents and staff to gain perspectives about our school’s functions and to direct our efforts for improvement.

Partners In Learning – Perspectives Of Parents

The parent survey covers aspects of parents’ perceptions of their children’s experiences at home and school. There was strong support for the perspectives: *Parents Feel Welcome, It Is a Safe School, The School Supports Positive Behaviour and Supports Student Learning.*

Parents were less confident on the measures that *Parents Are Informed and Parents Support Learning At Home.* Parents felt less informed about their child’s social and emotional development and

opportunities for their future, but understood and appreciated information about progress and behaviour. Only 50% of parent respondents discussed their child's progress with them at home or the challenges their children might be having with learning and how important school work is. This may be a reflection on the number of families with two parents working and the dependence on long hours of before and after school care. It is also an indication to the school to consider innovative ways in which to keep parents engaged through Years 4-6 particularly through the use of technology.

The school also customized some measures on the survey including useful sources of communication. In terms of student progress, formal and informal meetings with teachers had the highest rating, while emails and newsletters were considered best to disperse information. In terms of parent aspiration 99% expected their child to complete Year 12, 88% aimed for a university education and a further 15% for a trade qualification, indicating the value parents place on education in what is a well-educated parent population.

Parents also valued giving input to the school planning process and the development and review of school policies.

Tell Them From Me Student Survey

Students completed the *Tell Them From Me* student survey twice in 2015. Nine measures of student engagement categorised as social, institutional and intellectual, were surveyed. Engagement in school is high for all socioeconomic groups and well above the state level with almost 100% of mid SES students fully engaged, 98% of high SES and 85% of low SES. Randwick students also go against the trend of increasing disengagement from Y4-6 with Year 5's (95%) being more engaged than Year 4 (94%) and Year 6 (97%) more than Year 5. Comparable state-wide figures are Year 4 (82%) to Year 6 (75%).

On the social engagement dimension students reported a very high level of participation in sports and extracurricular activities (98%) and positive peer and teacher relationships (90%) while 80% indicated a high sense of belonging, all well above the state comparison.

Students who value schooling outcomes (87%) and meet the formal rules of schooling such as positive school behaviour (98%) are considered institutionally engaged. On this measure the school will need to look at engagement with homework as only 63% valued homework compared with 78% for the state average. There was a marked gender and

grade difference with higher engagement by girls and Year 4 students. Boys and older students showed a decline. Examining the connection between the low rated Parent Involvement indicator and Teacher indicator *I ask parents to review and comment on homework*, the evident decline in valuing homework needs to be addressed given the importance of building independent home study skills for high school, particularly in Years 4-6.

Intellectual engagement entails a serious emotional and cognitive investment in learning. In terms of the effort, 95% are excelling however students would like more challenge and personal awareness of their day to day success and progress. Year 4 particularly find their learning relevant, possibly reflecting the practical nature of some of the programs such as Kitchen Garden, Environmental Sustainability and the Kinder buddy program. This sense of relevance diminishes in year 5 and 6 when the programs become more academically orientated. Again using goal setting and self-assessment, and clear and explicit feedback to students on their learning may connect students more as the learning becomes more challenging.

Focus On Learning Teacher Survey

Teachers were surveyed at the end of 2014 and this will be repeated in 2016. Eight drivers of student learning and four dimensions of classroom and school practices were surveyed.

Of the eight drivers, *Inclusive School, Learning Culture, Data Informs Practice* and *Teaching Strategies*, more than 80% of teachers expressed confidence in achieving such indicators as high student engagement and expectations, setting high expectations for classroom behaviour, effective use of data to inform lesson planning and assisting students experiencing difficulty. Two areas *I discuss learning goals for most lessons* and *I help students set challenging learning goals* will be addressed through 2016 professional development on learning intentions and success criteria.

Teachers as a group engage in a high level of professional development opportunities related to improving their teaching practice with 95% highly engaged. With 34% of the staff young temporary teachers, currently filling the positions of permanent staff on leave, the challenge for the school is to ensure continuity of programs by mentoring, working with colleagues and maintaining focussed quality development for teachers according to their needs. The implementation of a comprehensive Beginning Teacher Program will help to quickly

establish classroom competence and ongoing professional learning.

Parent Involvement, working and sharing with parents the learning journey rated highly on most indicators but few teachers believed that they had involved parents in reviewing and commenting on students' work. Staff Collaboration, including indicators such as working closely with other teachers to plan and develop strategies to increase student engagement rated between 75 and 80%. Other lower rated indicators to be addressed include *sharing of teachers' learning goals with colleagues, gaining feedback from colleagues about their personal progress and teaching and executive staff leading and facilitating these collaborative practices*. These now form part of a planned Performance Development program implemented with all staff during the second half of 2015.

While the Technology driver ranked highly there were noted deficits namely helping students to identify challenging goals for their use of technology and students using technology to assess their own learning and track their progress. There is a high use of technology for assessing, tracking and managing learning goals by staff. The challenge is to make this explicit and visible to students and remove "the secret teacher business" from the student, parent and teacher partnership.

These findings are largely replicated in the four dimensions of classroom practice, namely setting challenging and visible learning goals for students, monitoring their progress, giving explicit, timely feedback and creating new learning opportunities for students being high on the agenda.

Policy requirements

Other school programs

Student Leadership

Twelve Year 6 students are elected by students from Years 2 to 5 as Captains, Vice Captains and Prefects. The SRC has elected representatives from grades 2-6. The combined group of Prefects and SRC, as members of the school leadership team, together with the House Captains and Vice Captains, hold fund raising events to raise money for charity and advise on student suggestions for improving the quality of school life.

Throughout 2015 the SRC undertook many initiatives, fostered positive multi-age interactions between students, promoted environmental issues and allowed for

fundraising to support various organisations. This year the students have continued to meet their long term commitment to sponsor a child through the World Vision Organisation. 'Kidsxpress Program' is another initiative adopted, targeting students, with specific needs. Students continue to be receptive and demonstrate empathy towards our changing social and family dynamics and have continued to pledge support for the 'Youth off the Streets' program.

The student executive continues to be active representatives for their peers and readily contribute suggestions to improve both the dynamics and aesthetic appeal of our school. In doing so, the SRC continues to enhance its profile within both the school and local community. The Captains and Prefects have the responsibility of representing the school at formal events, leading assemblies and assisting in the convening of the Student Representative Council (SRC).

Environmental education and sustainability



Randwick Public School continues to develop and maintain a vigorous sustainability program that involves all students, staff and the parent community.

Each grade has an area of environmental sustainability:

Kindergarten and Year 4 focus on the Kitchen Gardens;

Year 2 conserve water as 'Drip Busters'; Year 3 minimise school waste; Year 5 focus on energy consumption with their 'Light Monitors' and Year 6 'Ecomaniacs' govern the paper and waste recycling. The whole school has waste free lunches with only compostable or recyclable waste remaining at school.



All students are able to be involved in increasing and sustaining the biodiversity through a series of school-wide lunchtime activities that involve national events such as Cleanup Australia, National Tree Week, and Recycling Week.

This year we have received funding to further enhance our outdoor learning to support student learning in Science and

the Kitchen Garden program. Randwick Council has assisted in supplying funds for outdoor multipurpose benches that double as seating as well as tables. The balance of payment was drawn from our SRC funds (Year 6 gift to the school). The positive impact of these benches on student learning about sustainability is most obvious during Kitchen Garden lessons where students work collaboratively to pot, plant and record changes that have occurred in their immediate environment.

This year, we hosted eastern suburbs schools at the ESSSN meeting during the year and received very positive feedback about our sustainability program and the way we incorporate it into the students' daily lives.

As a part of the Sustainable Schools Exchange program, Randwick Public School hosted visitors from Temora West Public School. Students made Vietnamese Spring Rolls, created artworks using natural resources from the playground, and compared notes on how their schools operate environmentally.

Senior students represented Randwick Public School at the Randwick Council Environmental Fair where they spoke to the general public about their vision for the future of environmental sustainability in the Randwick region.

We also introduced two miniature female goats to our menagerie of hens. Student engagement has been very high across the school in this area of animal husbandry. Lunchtimes, before and after school, and during the holidays, the supervision and care of these animals has been constant and highly responsible. Randwick received awards this year for their animal husbandry project at the Eastern Suburbs Sustainable Schools Network awards.

Stephanie Alexander Kitchen Garden program

Randwick Public School has expanded its Kitchen Garden program under the guidance of the Stephanie Alexander Kitchen Garden Program to run every week, with every Year 4 student participated in a weekly session. The increase in time and access to the kitchen and the garden enabled their skill set to increase exponentially over the year. Curriculum links were made for Year 4 students through the Science, PD/H/PE, English and Maths syllabus with quite a particular focus on technology, to record, research and report both gardening and cooking lessons. Year 4 students were surveyed about the Kitchen Garden program so that we could use it to enhance and modify the program in moving forward into 2016. Survey results were very positive and the

children valued the time spent outside. Working with our school garden expert enabled the teachers and students to include more ingredients sourced from our own gardens, including eggs, fruit and vegetables.

Throughout the second half of the year Kindergarten children were introduced to the program offering the Year 4 students a chance to revisit their earlier recipes and demonstrate their leadership skills.

Year 3 classes participated in introductory gardening sessions in Semester 2. They were taught how to complete all the jobs involved in the garden side of the program as well as how to care and look after both the chickens and the goats. This involvement has carried over to the term working bees where children can be observed working alongside their parents to beautify the grounds.

Randwick Public School offered its school gardens and kitchens to several groups to host professional teacher workshops throughout the year. We worked with a variety of outside agencies including; NSW Health, Eastern Suburbs Sustainable School Network (ESSSN), the Sydney Botanical Gardens, Centennial Parklands and the Stephanie Alexander Foundation.

Family and community programs

The school benefits significantly from the close relationship with family and community in both substance and the reputation it enjoys.

Parents organise and attend working bees, large scale beginning and end of year BBQ, book covering nights and prop development for performance groups. They run a highly successful band program, canteen and uniform shop and contribute significant funds to school programs. They also initiate programs to meet the needs of students beyond the general curriculum including in 2015 a whole school focus on Digital Citizenship, training for teachers and the implementation of a structured learning program K-6 to develop our students as safe, responsible and respectful digital citizens; professional development and training through Life Start on inclusive policies and programs for students

with additional needs;
parenting courses and workshops.

Parents, grandparents and community members continue to actively support



learning programs particularly in Kinder to Year 2 Literacy and in Year 3-6 sport.

Chinese parents also became more active in the school in 2015, beginning with involvement in the Kitchen Garden program, running a small homework club for children whose parents did not have strong English language skills, then forming a group to meet and ask questions to clarify understanding of schooling and finally contributing greatly by catering delicious fresh noodles and dumplings for our working bee lunches.

Achievements in the arts

The Biennial Art and Sculpture exhibition was held in conjunction with a mammoth parent BBQ. All students produce individual art works, displayed by teachers in a gallery type setting complete with artist profiles. Parents were generous in their financial contributions to purchase these works of art and so for a day our students felt like real artists. Each grade contributed to large playground sculptures using recycled materials in the theme *Express Yourself*.

A team of more than 120 students, teachers and parents developed a marvelous performance for Wakakirri, the story dance competition. Their dance was built around the book "Wonder" so not only did students build their dance and performance skills but the whole school became aware of the importance of being accepting and caring of everyone and to look past physical appearance. The school's award for Best Teamwork on the night of the performance was a fitting one. We also received Performance Awards for:

- Stage Crew
- Overall costume design
- Set design
- Cast/Ensemble

and the State Award for 'Best Dramatic Story'.

Our band program continued to improve and expand under Musical Director, Megan Lipworth. The inaugural band camp was held and enjoyed by all students who gained great experience and skill living and playing together for two days. The concert band performed at all major school events and external events, St Jude's Fair, Vaucluse House Centenary, Randwick Sustainability Fair and the NSW Primary Schools Band Competition where they gained a Gold Award as did the Training Band.

Achievements in sport

Sport is a valued part of the school curriculum and is integral to a child's development. Regular participation in physical activity is associated with a range of physical and mental health benefits, and active children generally become healthy adults. With this as the goal, Randwick Public School provides a comprehensive sport program, utilizing quality resources including Primary School Sports Association (PSSA) competitions, representative trials and carnivals, the University of New South Wales (UNSW) Lifestyle Centre, and the use of expert programs from Transform'Us, Footsteps Dance, Cricket NSW, NSW Netball and AFL Auskick.

- Primary School Sport Association (PSSA)

Continued involvement in the Sydney Coastal PSSA Friday Sport competition in both summer and winter, has enabled children in Year 3-6 to participate in weekly interschool competition. Sport is played at a competitive level and students represent our school with pride.

The summer competition (Terms 1 & 4) had 48 students competing in T-ball or Softball, 52 students playing cricket, 120 students participating in Oz-tag and 30 students playing Basketball.

The winter competition (Terms 2 & 3) saw 54 students competing in Netball, 78 students playing Boys Soccer, 52 students participating in Girls Soccer, 40 students competing in Rugby League and Union, and 28 students playing AFL.

Randwick Public School achieved the following results in the 2015 Sydney Coastal PSSA inter-school competitions. Winter results were:

- Senior Girls Soccer A- 1st
- Junior AFL- 1st
- Open Rugby Union A- 1st
- Open Rugby League A- 1st
- U9 Rugby League- 2nd
- U9 Rugby Union- 2nd
- Senior AFL- 3rd

Summer results were:

- Junior A Cricket- 1st
- Senior Cricket A- 1st
- Senior Boys Oz-tag A- 1st
- Junior Girls Oz-tag A- 2nd
- Junior B Cricket- 2nd
- Senior Girls Softball A- 3rd

- Senior Boys Basketball- 3rd

Randwick Public School also experienced great success at the Zone Swimming, Athletics and Cross-Country carnivals, coming 1st overall (out of 16 schools) in both Swimming and Athletics. As a result of their achievements at the Zone carnivals, many students gained selection in the Sydney Region team and competed at a State Level.

- School Sport

School Sport is a weekly sport program that delivers physical education to approximately 150 non-PSSA Stage 2 and Stage 3 primary students.

In 2015, students participated in weekly rotations of a variety of sports, delivered by qualified sports teachers and coaches from Transform'Us, NSW/ACT AFL, Netball NSW and Cricket NSW.

The program aims to up-skill our students, by assisting them in developing fundamental movement and sports skills. The School Sport program also aims to develop students' skills in a range of PSSA sports, thus enhancing their likelihood of gaining selection at subsequent PSSA trials.

- Premier's Sporting Challenge 2015

Randwick Public School maintained their participation in the Premier's Sporting Challenge this year, a 10 week challenge with the aim of engaging students in sport and physical activity and encouraging them to lead healthy, active lifestyles.

Over a 10 week period, each student recorded the amount of time they spent engaging in physical activity, including lunchtime games, school sport programs, class PE sessions and other organised sport.

Students were required to submit their 'activity time' weekly and received a Diamond, Gold, Silver or Bronze Award certificate based on the average activity time across the 10 weeks of the Challenge.

Randwick Public School had 841 students complete the Premier's Sporting Challenge, with the majority of students earning Diamond or Gold awards.