

Randwick Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Susan Allen

Principal

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Message from the Principal

A pale blue dot: That's us, the earth, taken from the Voyager 1 spacecraft in 1990 from a distance of more than 6 billion kilometres.

The American Astronomer and Physicist, Carl Sagan coined this phrase. He said "to me it underscores our responsibility to deal more kindly with one another and to preserve and cherish the pale blue dot, the only home we've ever known". The term went viral, in today's language!

Has much changed?

Future learning is the language of the day but the study of Futurism or our attempt to predict and control the future first flourished in the early 1900's with existing art, music and architecture being described as outdated and backward.

I find it amusing that most of us have heard of Bach, Vivaldi and Mozart but few would know Casavola or Lourie!

But Back to the Future 1,2,3,4,5 or 6! Of course you couldn't be a Sydney-sider without worrying about traffic and it is funny for someone who once rode the tram to Bondi Beach that 2018 was to herald the Light Rail and of course a renewed interest in the 1817 bicycle even if it is becoming electrified. So much for AMAZON drones ruling the world delivery system, it's more like the bicycle app!

So how is this relevant to our 2018 school year. It's a cautionary tale.

It's about lessons for us all, students, teachers and parents and systems alike.

Managing our future: students, parents and teachers, is to understand what we can control and what we can leave as ambiguous, ready to respond when opportunities beckon; what we should preserve of the old and embrace of the new.

Our building project throughout 2018 has been much like this and hence with the support of P&C we have been in a position to supplement the program with the covered basketball court, improve the back playground equipment and design a new grand makeover of the cottage playground, all to come to fruition very early in 2019. The history is 6 years of hard work by our parents and local member. Thank you: that was futures thinking!

Even more importantly our teachers have spent considerable time visiting schools with new learning environments and came away having clarified their ideas around what didn't work as much as what did. Above all there was a commitment as our children's "primary" teachers to maintain the quality of learning and ensure excellence in key primary skills of literacy and numeracy, the tools for future learning. The successful transition to the Beehive is due largely to our executive team and teacher leaders. Our patient Year 5 and 6 students have enjoyed and moved seamlessly into their

new learning environment and I'm thrilled they have had this brief opportunity to collaborate, think critically and solve problems together.

The Ground floor STEM centre has enabled easier access for coding lessons and with P&C funding the employment of a STEM teacher for 2019 all students and teachers will collaborate to comprehensively build on their technology skills. The new playground currently being developed will ensure that all Randwick children have space to run, play and interact together.

The historian Judith Flanders pointed out that Futurists or futures learning seldom focuses on how we interact with one another, that which makes us human. Our concert season this year gave everyone a chance to work together, to develop another range of skills and to celebrate performing arts. Thanks to our teachers and students who committed so much work to these events.

We are aware that technology has grown at such a rate that we have failed to take note of the impact on our interactions. Good parents supported by good teachers do what they have always done and, like my mum who limited sugar as bad for my teeth, today's responsible adults insist on helping children make good decisions about technology. Our teachers this year have engaged in an academic partnership with Dr Jane Hunter of UTS to ensure our school use is the most productive. Again thanks to our P&C, Randwick students have first class access.

We need to see technology as an enabler, much as the bicycle of 1817 and rather than worry about the impact of mobile devices, make water security and sustainability our chief concern. Recycling, kitchen gardens, water tanks, solar cells, drip busters, energy savers and ecomaniacs all help to maintain students' awareness of the power of one to change the world. Thank you to parents, teachers and students who make our school environment better in this way

And when it comes to our day to day interactions our PBL team have not forgotten: what will I be like in the future? At the centre of our learning we are reinforcing some good old fashion values: the three Bs: Be Respectful, Be Responsible, Be a Learner. I continually remind my grandchildren that even SIRI and Google would appreciate a please and thank you! They do look at me strangely!

And so we return to the pale blue dot: let's ensure as we continue into 2019 that we each do our best to preserve our integrity, our relationships and value the pale blue dot together with all people and things that live upon it, just in case it is all that we have.

In 2018 when our school has gained so much and been improved beyond most of our dreams, let's look towards 2019 with the thoughts from one of my favourite Grand Design programs "It's better to have a little of what we really need rather than a whole lot of what we don't.

Message from the school community

2018 has been a year of change at Randwick with the continued construction of various School buildings, the Completion of the Beehive building and on-going work on various projects all slated to complete by the start of School 2019.

The Success of the School

As I have said before – Success of the P&C is largely about the Success of the School and helping the School toward the optimum education of our Children. Some of the key milestones this year have been:

1. Scholastic Performance

The School continues to outperform in NAPLAN and ICAS exams with an additional focus on improvement in learning for all our students. Susan and her team of teachers are doing a tremendous job of teaching our children, but also analyzing the gaps and refocusing their teaching programs.

1. The P&C has continued to support the School with ongoing investment in the School Numeracy and Literacy programs as well as a continued focus on STEM.
2. School Employment Panel

For the last two years I have sat on the employment panel of every new permanent hire within the School ranging from Graduate teacher to Deputy Principal. This has given me a very valuable insight into how Randwick Public School benchmarks versus other schools.

What the panel has shown me:

- Randwick Public School hires and nurtures the Best and the Brightest – with an extraordinary depth of talent in our teachers both permanent and temporary. We really should commend them!
- The Investment that both Randwick Public School and the P&C has done over the years in IPAD's, Numeracy and Literature programs and STEM has seen that Randwick is at the front of the curve compared to many Schools.

This ideally positions Randwick Public School for the future –

- Parents you should all be proud of your contributions for volunteering or fund-raising as it does make a difference.

4. New School Building

The Bee Hive is largely finished. The construction program will run right up to the start of School in 2019 with the relocation of the Administration into the original School building, the Hall extension and Court and Landscaping to be finished in the New Year. This has been short term pain but will see Randwick Public School positioned for excellence for the next 20 years. I would like to thank Susan and Rachael for their focus on the new build and its integration, although it often felt like "Ground Hog Day" it has been worth the effort.

5. Canteen

We started this year with the change to an outsourced Canteen at Randwick Public School. I would like to thank James from Anthony Catering for making this a great first year. There has been a lot to contend with sitting in the middle of a construction site, but they have done a great job.

6. Band

For at least the last two years we have been reviewing the structure of the Band and the need to create a more sustainable, accountable and equitable Band platform. The decision to outsource the Administration is not one the Exec (in consultation with the Band Committee and School) has taken lightly. To date the system has been essentially been run by volunteers and we thank them for their efforts. I would personally like to thank all those in the Band Committee for providing a huge amount of effort and time and for also giving valuable insights into the existing structure.

As you would know we have decided to give the Administration of the Band Program to Dean of Bright Stars Music.

I would like to thank Megan Lipworth for her efforts over the last 5 years – creating a very large, quality Band program, which has won many accolades. We wish her well in her future endeavours.

Going forward we hope the new Band structure will allow us to keep the level of quality, ensure accountability and allow volunteers more time to focus on some of the more enjoyable aspects of the Band.

7. Fund-Raising

Fund-raising is the Life-Blood of the P&C and allows the Parents to support the continued improvement of the School as well as funding additional interests that give the Children a broader depth of experience. Apart from the Numeracy and Literacy programs the P&C help fund wellbeing programs, the kitchen garden program, Sport and STEM Initiatives.

The Budget for 2019 at over \$420,000 is a testament to the fundraising that the School has done and dovetails with the long-term plan of the P&C to help fund requirements for the new School building when it came on-line such as the COLA, outdoor play equipment and further IT Funding for IPAD's and IT/STEM. Given some new programs such as STEM are hard to drive through the School the P&C is helping Fund 50% of the cost of a STEM teacher for a year to push teacher/student learning programs out to all classes so every student gets exposure and new learning.

I would particularly like to thank Silvia Curran for a fantastic job being Head of Fund Raising at RPS and to all of her helpers who have done a tremendous job.

All the Helpers

A School is only as strong as its community and I would like to thank all Parents who have taken time to make Randwick Public School a better place. There are too many people to mention by name but I think we owe a debt of gratitude to those people giving their time for Fundraising, Uniform Shop, Band and being on our various committees.

I would like to thank Lil Cullen for her hard work as Vice President – she has been instrumental in the recent OOSH renewal and the outsourcing of the Band Administration to Bright Stars Music. I would like to thank everyone who is on the Executive, including Naomi as Vice President, Noelle as Secretary and Dan as Treasurer. They have made my job much easier and are a great sounding board. I would like to thank Noelle for being the Canteen Coordinator. I would like to thank Alexandra Lyle for being our Communications Coordinator. I would like to thank Larissa for her management of the Uniform Shop and all her helpers. Again I would like to thank Silvia Curran for Heading up Fund-Raising. I would also like to thank Jodie Gordon for doing a terrific job as Sports Coordinator. I would like to thank Emily Wadham and Tui Prichard for managing the Working Bees for 2018. I would also like to especially thank Naomi and Lil again for managing and giving vital input into the restructuring of the Band.

2019 Budget allocations

One of our key tasks as we conclude the year is to approve the 2019 funding allocations. We are proposing a larger budget of \$423,315 for 2019, which includes many one-off items which I will itemize.

For 2019 we asked the Teachers for very detailed requests for funding and to focus on those items truly needed. We received requests for \$245,930 of requests and we have budgeted to approve \$219,815.

Of the \$219,815 – \$132,501 represent larger capital items for Technology and a contribution to 50% of a STEM teacher for a year. Many of the Technology components are for the new Bee Hive to help drive the STEM learning.

In line with the P&C's long term plans we are proposing to fund an additional \$161,500 of capital items. \$150,000 of will go to the new outdoor children's climbing centre adjacent to the OOSH. We propose to fund this largely with monies held for such a purpose when the OOSH was outsourced.

I now complete my term as President of the P&C. I have had children at Randwick for the last 11 years, but I would like to say the last two years have been both challenging and rewarding in this role. I have got to know the School much better in my time in the role and I hope the Parents realize how good this School is and how much the teachers have to offer. Not only that – it has a true sense of community.

I would also like to commend Susan Allen for everything she has done for this School. As principal she has taken Randwick Public from the small School of 550 students when my daughter first came to a large and dynamic School of 960 students today. Susan has set a very high benchmark for all to follow, driving the School expansion, creating secondary income sources for unfunded programs or development and all the while keeping a strong focus on employing exceptional teachers to further drive academic excellence. I cannot thank Susan enough for all she has done.

Message from the students

What is this the end of? Is it the end of 7 years, the end of year 6? Is it the end of Primary School? It's all of these things, but most importantly, it is the end of an era, an era that will stay with me for the rest of my life.

I remember sitting in Mrs Allen's office when I was five in 2011, colouring in a fish and listening to my mum answer questions that I couldn't understand. My feet couldn't even touch the floor from my chair and I think the deputy at the time was a bit worried about that, but to think that that was seven years ago is truly amazing; time really does fly.

Randwick has taught me so much and has given me countless opportunities. It will be so hard to say goodbye on the 19th of December because I don't think there is a school out there like Randwick Public School.

In one of her speeches, our principal, Mrs Allen said "I often wonder what this school's greatest asset is; is it the teachers, or is it the students?" In my opinion, the teachers and the students both complement each other so nicely, but I think that because the teachers are so committed and so inspiring, it has shaped the students to be the same.

I would like to make a special mention to Mrs Allen who has done so much for this school. She is committed and resilient and has worked very hard to organise the Beehive, the hall renovations, and the knocking down of the building in the playground which will benefit this school immensely in the future.

Over my last week, I asked some people what their favourite thing about Randwick has been so far. Some of the things that were said were that there are so many people to make friends with and that there are a lot of opportunities offered like band, camp, debating and PSSA. Also that strong bonds and friendships have formed and everyone is welcome and respected by everyone else; like a small community. After asking a few people, I noticed that most of the responses were about friendships and the quality of the year group.

Something I love about Randwick is that all the co-curricular activities are run by someone who is either passionate or enthusiastic about what they are doing. This makes it really fun to participate because you learn a lot about the specific activity. In PSSA, all the coaches have a lot to teach you about how to play the sport. Some of the co-curricular activities that I have really enjoyed at Randwick have been Wakakirri, choir, debating, band, PSSA, dance group and many more.

It has been an honour to be your school captain. My message to the captains who take over next year is to always be enthusiastic and try your hardest because you may never come across an opportunity like this again. Something that reminded me to do this was a quote that I found on one of the walls at school which is, "Do your best to know better, and when you know better, do better."

Now I will end with a quote from Winnie the Pooh – "How lucky we are to have something that makes saying goodbye so hard."

May Allen– School Captain 2018

School background

School vision statement

Randwick Public School provides a broad, quality education to ensure high levels of learning for all students.

The social, emotional, academic and physical wellbeing of students is supported through a safe and nurturing environment and diversity is acknowledged and celebrated.

Quality learning programs are planned, implemented and evaluated to improve student outcomes. All educators access the latest research and evidence-based teaching and learning strategies through ongoing professional learning in order to stay at the forefront of best educational practice.

Relationships between the staff, students, parents and the wider community are respectful and positive. All members of the school community work collaboratively and with the knowledge of collective responsibility to improve student learning outcomes.

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 The Prince of Wales Hospital.

Randwick Public School (enrolment 957 students, including 41% 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 endeavours, 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 achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated:

In the domain of Learning the school's self-assessment is consistent with the evidence presented in 5 elements: Learning Culture, Wellbeing, Curriculum, Assessment, and Student performance measures and is validated using the School Excellence Framework as Sustaining and Growing. In the element of Reporting the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 3 elements: Student Performance Measures, Effective Classroom Practice and Professional Standards and is validated using the School Excellence Framework as Sustaining and Growing. In the element of Data skills and use the evidence presented indicates the school is operating at the Delivering stage. In the element of Learning and Development, the evidence presented indicates the school is operating at the Excelling stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in 2 elements and is validated using the School Excellence Framework. Validation confirmed the school's judgment of Excelling in the elements of School Resources and Management Practices and Processes. In the element of Educational leadership and School planning, implementation and reporting the evidence presented indicates the school is operating at the Sustaining and Growing stage.

To continue ongoing reflective practices and self assessment we will:

- * Develop more explicit, time constraint milestones and assess using triangulated data as available and evaluate impact regularly.
- * Attach evidence within SPaRO to milestones progressively as reviewed.
- * Utilise the School Excellence Framework and language in the evaluation of current and future programs and activities with staff and parents.
- * Collect and record a range of evidence (photos, videos, work samples, data analysis, recording of meetings) to demonstrate ongoing evaluation of implementation and impact.
- * Create a data plan/timeline to analyse data and determine patterns and trends at key points in time.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Active learners

Purpose

To ensure students become self directed learners who achieve excellence within a challenging and supportive environment. Learners are intrinsically motivated, resilient, value creativity and divergent thinking to achieve academic, social and emotional success.

Overall summary of progress

At Randwick Public School students become self-directed learners who achieve excellence within a challenging and supportive environment. Progress towards achieving this strategic direction has been facilitated through the efforts of various Professional Learning Communities: Critical & Creative Inquiry, Visible Learning and Positive Behaviour for Learning.

Learning within Science, with a particular focus on STEM, learning programs have demonstrated increased challenge and engagement for students with an explicit focus on student feedback having the greatest impact on learning. Teachers have refined inquiry units based on collegial feedback and student understanding, with greater content knowledge being demonstrated by students as a result. Technology has been utilised so that students can demonstrate their understanding and share their learning with others, providing a purposeful use of technology for learning. Programming methods, based around student inquiry, have begun to be shared through teacher-to-teacher mentoring in order to enhance staff capacity.

Various measures have also been put into place, ensuring consistency throughout the school, as we develop our students' ability to verbalise and reflect on their learning, successes and future goals/areas for development. A visible learning space was designated in each classroom, providing an area for displaying learning intentions (WALTs– We Are Learning To) and success criteria (WILFs– What I'm Looking For), allowing students to access this information whether in their own classroom or when working in an alternate room. Learning Intentions and Success Criteria are included in all English and Mathematics programs, helping to create a standardised language across all year levels, and provides clear direction for learning for all students. Teacher Professional Learning sessions have been utilised to share techniques for developing students' ability to reflect on their own and their peers' work, and to guide students in setting goals for their future learning.

Staff continued to prepare for the 2019 rollout of the Positive Behaviour for Learning Framework, which is designed to create a whole school comprehensive, consistent and positive approach to student wellbeing with an emphasis on self-regulation. The school values of Be Respectful, Be Responsible and Be a Learner were utilised in creating classroom rules at the beginning of the year and were regularly referred to as the year progressed. These values were used to develop an expected behaviour matrix for the school, with temporary signage being installed in all key matrix areas to assess effectiveness. The Positive Behaviour for Learning team engaged in professional learning, presented information to staff and the parent community, and developed consistency grids and lesson plans around each matrix area. This preparation has resulted in staff readiness for the implementation of the Positive Behaviour for Learning Framework in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students who are engaged, challenged, confident of their skills and are purposeful users of technology.	HPC Funds Coaching time QTSS Planning time	Student responses from exit tickets demonstrate higher levels of engagement and a larger percentage of students with explicit content knowledge. Refined and improved programs in accordance with teacher feedback and student assessment. Development and inclusion of inquiry questions to assist teachers to use conceptual planning. Integration of either design or inquiry processes to create a product.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students who are engaged, challenged, confident of their skills and are purposeful users of technology.</p>		<p>Established mentoring processes around HPC to develop teacher capacity in order to ensure consistent challenge and engagement across stage levels.</p> <p>Example of student feedback: This year was more challenging than previous years, it was more progressive than than in year 4. It relied more on us do things than just being told the information. The science is also more varied than other years, we have done 3 different subjects that are completely different. They were, space, light and plants.</p> <p>With our iPads we have chances to make videos, presentations, podcasts etc. We make these to show what we have learned, discovered and what we are working on. After we have created these things we would most likely present it towards our class to show other people what we have been doing and they might learn a new thing.</p>
<p>Increase the number of students who can verbalise and reflect on their learning, successes and future goals/areas for development.</p>	<p>Whiteboards (approx \$810)</p>	<p>Designated visible learning space in every classroom: students knew what they were learning and could refer/reflect to it throughout the lesson.</p> <p>WALTS and WILFS present in all English and Maths programs– to ensure that all classes were covering the same concepts.</p> <p>Student inclusion of WALTs and WILFs in their workbooks– for student/parent/teacher communication during interviews and to clarify the goals of the lesson.</p> <p>Students verbally reflected on their individual learning referring back to the success criteria. Self, peer and teacher discussion helped students see what they've achieved and to establish future learning goals.</p> <p>Peer and self assessment library has been established for collegial sharing of techniques and experiences. This enables further discussion and reflection of the implementation process.</p> <p>Student/Teacher survey results demonstrated growth in the number of students who can verbalise and reflect on their learning.</p>
<p>Increase the proportion of students demonstrating improved social skills and behaviours that support our school values and who have a feeling of belonging and being supported.</p>	<p>Youth Worker \$20,000 PL funds for training of PLC members</p>	<p>Class values visible in each classroom</p> <p>Matrix developed with whole school to provide basis for rolling out lesson for 2019</p> <p>TPL for staff on 'Positive Behaviour for Learning'</p> <p>P and C presentation to parent body and information sent out in newsletters about the framework</p> <p>PL for PLC staff members on Tier One and Reload courses</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating improved social skills and behaviours that support our school values and who have a feeling of belonging and being supported.		Temporary signage around the school in all key matrix areas to assess language and effectivity Development of consistency grids and lesson plans to prepare for start of program Term 1 2019

Next Steps

Creative and Critical Inquiry

- Creation of Maker Space including supporting teachers through example lessons related to 'soft skills'.
- Working with 2019 STEM/Enrichment teacher.
- Continue refining and improving units based on TTFM data.
- Feedback cycle continues with mentors.
- Embed technology (3D printers, Sphero, Little Bits, Ozobots, Makey Makey etc) in more sophisticated ways into units of work.
- Research skills, collaborative skills, digital literacy, technology skills to be used as a checklist across grade groups

Visible Learning

- Further development of WALTERS and WILFS in Maths and English (revising the language, suitability and length) students to formulate WILFS– allow for differentiation
- Growth Mindset (aligned with new PDHPE syllabus)
- Implementation of the I can statement to enhance student self–assessment and recognition for where learning is at
- Development of student feedback skills (positive and constructive)– leading to better self and peer assessment
- Collaboratively working with other schools implementing Visible Learning

Positive Behaviour for Learning

- Professional training for staff body to prepare for lessons and language change
- Term 1 2019 collection of PBL lessons to support the implementation of PBL across the school.
- Launch event (Term 2)
- Permanent signage established in all areas of the school including new facilities
- Staff information board for PBL
- Ongoing framework for data collection and review of strategies
- Tier 2 training for PBL team
- Review of current behaviour management system (merit cards and coloured forms)

Strategic Direction 2

Effective teachers

Purpose

To create a collaborative teacher environment through continuous and sustainable professional development to deliver high quality differentiated and evidence based teaching and learning programs that are responsive to future pedagogies and technological advances.

Overall summary of progress

Randwick Public School continues to identify, address and monitor student learning through the development and implementation of well-developed policies, programs and processes. Engaging in quality professional learning, action research and conversations via Learning Communities, Stages, Gades and other internal committees at school have ensured that teachers work to provide a first-class education for all students.

In Stage teams, led by Executive Team Members, staff work collaboratively to create and deliver quality programs across each grade. Reflection on programs and analysis of data by the Executive Team help to create consistent teaching practice across the school and identify future areas for development. In particular, the trialing of quality assessment processes in Mathematics to ensure that clear and concise pre and post-testing has a direct impact on student learning. This will be followed by further professional learning for teachers on the use and effectiveness of such assessment procedures. After several sessions of professional learning Seven Steps for Writing Success has been embedded into writing programs K-6. The whole school focus on the language, style and the structure of writing will measure positive progress across the school. The English PLC will continue to collect data on writing to analyse the effectiveness of the program.

Within the classroom in 2018, collaborative teaching practices have been explored and refined with senior students moving into the new Beehive building. 21st century learning practices have ensured that the students transitioned smoothly into the new learning space and that learning was maximised. The Futures Focused Learning Committee continue to provide support on strategies for all staff when developing collaborative teaching and learning practices.

Staff have engaged in professional learning of the new progressions for learning and PLAN 2. The initial rollout of 3 selected areas will be the focus across the school in 2019. This will ensure that students skills and knowledge is tracked as they progress in their learning.

Students had the opportunity to participate in many programs and activities outside of the classroom, boosting student engagement. The continuation of the school newspaper 'The Endeavour' provided students with a new avenue for involvement. Our parent body is highly engaged, with the majority of parents being actively involved in the school through volunteering to assist in the classroom and at school events. Parents are well informed about programs, activities and development at Randwick Public School through the various forms of communication used. Feedback to parents through interviews and reports provide future directions and strategies for achievement for each student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students achieving expected or higher than expected growth in NAPLAN across all areas of Literacy and Numeracy from Years 3-5.	Numeracy \$16,318 Literacy \$18,126	In 2018 the English PLC reviewed and facilitated quality teaching and learning experiences were continuing to be delivered across the K-6. This has included both on and off-site professional development for staff in understanding and working with the new Literacy Progressions. This data collection will identify and track student attainment K-6 across all literacy components from 2019. ES1 and S1 staff have attended professional development with resource purchases made to support the focus on explicit phonics teaching. Content has validated many current teacher practices and provided further practical learning experiences that have been implemented directly into classrooms with great effect.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students achieving expected or higher than expected growth in NAPLAN across all areas of Literacy and Numeracy from Years 3–5.</p>		<p>Via a S2 pilot, the TORCH Comprehension assessment was introduced and has successfully provided educators with a greater depth of understanding as to student literal and inferential comprehension skills and abilities. This value added assessment has been included in the assessment schedules for Y2 (term 4) – 6.</p> <p>Delivery and review of the effectiveness of the 7 Steps for Writing program has continued with adjustments made to best address curriculum and student learning needs at each stage level on a semester basis.</p> <p>Stage programming for Reading, Comprehension and Writing has continued to be informed by data analysis of Best Start, NAPLAN, ICAS, TORCH and PAT assessments.</p> <p>The inclusion of Visible Learning practices within English have been particularly useful in assisting students to become reflective, responsible, motivated learners who are aware of personal learning goals. Including digital modes such as Seesaw has helped to create a virtual digital journal of student learning as well as creating interactive home–school links.</p> <p>In the second half of this year, co–teaching philosophies and practices began to be embraced in specific relation to S2 and S3 English lessons. EaLD, Learning Support and Pathways specialist teachers worked with class teachers to trial and begin the embedding of co–teaching strategies to support students with additional learning needs. This process is eagerly anticipated to continue, guided by pedagogy and student need in 2019. And has been identified as being rewarding and beneficial to both students and teachers alike.</p> <p>NAPLAN Growth</p> <p>Grammar and Punctuation</p> <p>RPS 77.6% made expected growth</p> <p>SSSG 64.2% made expected growth</p> <p>Reading</p> <p>RPS 81.9% made expected growth</p> <p>SSSG 74.2% made expected growth</p> <p>Spelling</p> <p>RPS 64.7% made expected growth</p> <p>SSSG 61.3% made expected growth</p> <p>Writing</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students achieving expected or higher than expected growth in NAPLAN across all areas of Literacy and Numeracy from Years 3–5.</p>		<p>RPS 73.9% made expected growth</p> <p>SSSG 68.8% made expected growth</p> <p>The Maths PLC created a whole–school Problem Solving Document after the identification of the need to improve multi–step problem solving. This has been implemented in programs throughout the school.</p> <p>Teachers have reported higher student engagement and greater verbal discussions.</p> <p>Students now take a consistent approach to problem solving tasks using a common language.</p> <p>Reviewed current pre and post maths assessments to ensure they provide a wide enough scope for student goals and future teaching direction. This has provided us with a deeper understanding of whole school assessments and future direction for 2019.</p> <p>Trialing new pre and post assessments using Essential Assessment – Online. It provides a greater analysis of pre and post assessment, immediate results and explicit future learning goals for students based on the NSW Curriculum.</p> <p>Improvements in students' engagement and learning have been observed by the teachers involved.</p> <p>Students are more informed and have a greater sense of self–efficacy.</p> <p>Students are active participants in the learning process. Additionally, students are provided with their specific learning goals in order to improve.</p> <p>Numeracy NAPLAN Growth</p> <p>RPS 56% made expected growth</p> <p>SSSG 60% made expected growth</p>
<p>Increased use of collaborative futures learning practices in teachers' programs and classroom lessons and successful adaptations to new learning environments.</p>	<p>Casuals – QTSS Money, School observations</p>	<p>All staff engaged in professional learning regarding collaborative teaching practices delivered by Futures Learning PLC. As part of that, staff were encouraged to trial practices in classes with a grade partner. Feedback was collected through the use of a Google form to inform future direction of the Futures Learning PLC. Responses from the survey indicated that a third of the staff co–taught with a grade partner and provided positive and constructive feedback on their experiences.</p> <p>Stage 3 observed collaborative practices in other schools such as Bourke Street, Inaburra and Bellevue Hill.</p> <p>Members of the PLC presented to the P&C and at a whole school parent information evening, providing</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased use of collaborative futures learning practices in teachers' programs and classroom lessons and successful adaptations to new learning environments.</p>		<p>information about Futures Learning practices and the transition into the open learning space. Concurrently, Futures Learning has been promoted via school communication channels eg. Facebook, Seesaw and The Endeavour, our student school newspaper.</p> <p>At the beginning of Term 4, stage 3 moved into the open learning spaces and increased the amount of co-teaching used in their classrooms. Baseline data was collected from the Stage 3 students in their first week. This indicates that students have embraced the new opportunities to work more collaboratively with their peers, with different teachers and in various spaces. This survey was administered to 2019 Year 5 students in Term 4 week 6 of 2018. It will be re-administered in 2019 Term 3 to the 2019 Year 5 and Year 6 cohorts to compare and guide teaching.</p> <p>The PLC commenced work on a school artefact in the form of a website to illustrate effective use of Futures Learning practices. The phase one of the artefact is focused on collaborative teaching practices as a resource to support staff in the implementation of the various co-teaching models.</p>
<p>All students make consistent progress as tracked on the Literacy and Numeracy progressions.</p>		<p>Teachers have engaged in professional development in preparation for the Literacy and Numeracy Progressions that will be implemented in 2019.</p> <p>The Progression areas to be tracked were selected– Literacy: Creating texts; Understanding Texts</p> <p>Numeracy: Quantifying Numbers, Understanding units of measurement & Patterns and Algebraic Thinking</p>

Next Steps

English

- TORCH implemented between Year 2 – 6.
- 7 Steps ongoing review and program adjustments to allow and support programming and resourcing
- Review of Year 1 implementing 7 Steps in Semester 2.
- Ongoing integrated support for EaLD and LaST student in S2 and S3 classrooms.

Maths

- Streamlining assessment to ensure consistency and progression throughout the school.
- Matching assessment closely to NSW syllabus to ensure students are mastering the outcomes and provide opportunities for extension.
- Implementing Essential Assessment throughout the whole school to target individual student learning goals.

Futures Learning

- Continue ongoing work enhancing artefact.
- Sharing and promoting effective use of co-teaching across the school.
- Analysing and interpreting data collected from surveys and use to guide future directions.
- Commence research and trialling of technology driven instruction in the form of a flipped classroom.

Strategic Direction 3

Future focussed leaders

Purpose

To actively develop future focused leaders across all levels of the school to ensure continuous and sustained whole school improvement.

Overall summary of progress

Professional Learning Communities (PLC) have ensured effective, evidence-based teaching practices are focused on continuous whole school improvement in the areas of English, Mathematics Positive Behaviour for Learning, Futures Learning, Visible Learning and Creative and Critical Inquiry. Distributed Leadership is used to encourage teachers to build leadership capacity through the distribution of whole school programs in order to develop a collective understanding and culture for high expectations.

Improved results were reported from the Tell Them From Me Teacher survey:

- 'Leadership' scores increased from 7.6 in 2017 to 7.8 in 2018.
- 'Leadership' scores were 0.7 above state average.
- 88% of teachers agree/strongly agree that 'School leaders in my school are leading improvement and change'

Stage teams, led by Assistant Principals, continue to work collaboratively to plan, deliver and evaluate quality teaching and learning programs. Stage teams trialed the use of Google Docs to facilitate collaboration even further with instant reflection on lessons and programs. This has allowed staff to demonstrate and share their expertise with others and improve their teaching. Stage teams continued to collaboratively plan Key Learning Area programs to share effective explicit teaching methods and discuss evidence-based teaching strategies.

Improved results were reported from the Tell Them From Me Teacher survey:

- TTFM 'Collaboration' scores increased from 8.1 in 2017 to 8.3 in 2018
- TTFM– There was an increase in average scores against the statement 'I work with other teachers in developing cross-curricular or common learning opportunities' from 8.0 in 2017 to 8.2 in 2018.
- TTFM– There was an increase in the average scores against the statement 'School leaders have taken time to observe my teaching' from 6.6 in 2017 to 7.4 in 2018.
- TTFM Parent results show an increase in average scores to align with the NSW scores in 'School supports learning' to 7.3 and above NSW norms in the area of 'School supports positive behaviour' at 8.0.

Parents are well informed through the variety of avenues used to engage parents and community members, address feedback and share school related activities including SeeSaw, the school Facebook page, Sentral Parent Portal, student newspaper 'The Endeavour' and the new school website.

Based on the research provided by the Strong Start, Great Teachers' resources, five teachers were spread across the 4 phases of the induction program. Of these teachers one was permanent and four temporary contract teachers. One teacher was in their first year of Early Career teacher funding and five teachers in the second year of funding. A further 12 teachers were supported as required having completed the induction program in 2017. By the end of 2018 four teachers had finished the induction program and two early career teachers across the school had submitted proficient teacher accreditation reports. Feedback from both mentees and their supervisors was sought at the conclusion of each semester with a view to further develop the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leadership density will be maintained or increased at all levels of the organisation evidenced through effective teacher leaders, credentialing and promotion.	PLC meetings– casuals	2018 Professional Learning Communities were formed based on preferences. 5/6 teacher leaders continued in their role, with 1 new teacher leader taking on Positive Behaviour for Learning teacher leader role. Directions were decided and PLC leaders met with Senior Executives several times throughout the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Leadership density will be maintained or increased at all levels of the organisation evidenced through effective teacher leaders, credentialing and promotion.</p>		<p>year to discuss progress and identify areas for development</p> <p>PLCs took an active role in the development of the school's External Validation submission– collecting and reporting on evidence of actions and success</p> <p>Increase of full time permanent staff from 43 in 2017 to 58 in 2018</p>
<p>The school, its teachers and leaders are recognised by its community as achieving a high level of excellence, catering for a diverse range of learners and fulfilling the community's expectations for its children.</p>	<p>Growth Coaching TPL</p> <p>Time provided for PDP pre and post conversations</p>	<p>All staff participated in the Growth Coaching Foundation Day to build a consistent approach to conversations around observations. A Growth Coaching template was developed around GROWTH questions to support these conversations, which could be used as evidence of the PDP goal.</p> <p>Australian Professional Standards for Teachers formed the basis of identified PDP goals</p> <p>Teachers participated in Growth Coaching conversations to identify standard descriptors that are strengths are areas for development.</p> <p>37 teachers undertook professional learning for supervisors of professional experience placements</p> <p>Teachers led a variety of additional/elective school programs to provide a variety of opportunities for students including: debating, robotics, school newspaper, choirs, recorder ensemble, senior dance, Post it Notes, Ecomaniacs and public speaking competitions.</p> <p>594 students participated in ICAS English and Maths, with 251 students participating in optional ICAS Writing, 252 in Spelling and 242 in Science.</p> <p>All teachers took part in termly collaborative stage planning</p>
<p>Improved support for new and developing teachers and leaders through quality professional development, collaborative planning and reflective practice.</p>	<p>\$33,411 represents funds spent on employing teacher mentor.</p>	<p>Dedicated Early Career Teacher mentor to support five funded teachers and as required, the early career teachers previously involved with the program.</p> <p>Regular monitoring and reflection of the program was undertaken to ensure it was timely and relevant.</p> <p>Key areas focused on Professional Development Goals, Observation & Reflection Cycles, Training and Development and Accreditation</p> <p>Induction program based on the research provided by the 'Strong Start, Great Teachers' website and designed to last 2 years.</p> <p>A further 13 teachers were supported as required having completed the induction program in 2017. By the end of 2018 four teachers had finished the induction program and 5 early career teachers</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved support for new and developing teachers and leaders through quality professional development, collaborative planning and reflective practice.		<p>across the school had submitted proficient teacher accreditation reports.</p> <p>Goals were adapted and aligned with regular QTSS programs and Professional Development Plans to take into account the wellbeing and workload of early career teachers.</p> <p>Mentees were encouraged to plan for regular release time from class to support their teaching and other duties as well as develop their professional learning.</p>

Next Steps

- Discussion with stakeholders to develop a clear plan for the the transition from mentor program into regular supervision under Assistant Principals as new scheme teachers. Linking this with the current school initiative of a formal collegial coaching system amongst staff.
- Development of a website based school induction and handbook to allow for real time changes and consistent information practices.
- A specific induction to the everyday running of Randwick Public School and teacher responsibilities using Assistant Principals and the aforementioned website.
- Evaluation of the mentor role and its place in a changing school environment with a particular view to reduced Early Career Teacher numbers and associated funding changes.
- Staff expertise– leadership through school programs
- Executive leaders to meet more regularly with PLC teacher leaders
- Using Data with Confidence course for English and Mathematics PLC leaders
- Development of Randwick Public School's own Mind Marathon for Bondi Network schools to participate
- Continue to evaluate practices to promote parent and staff engagement through social media and online platforms. Twitter– educational
- Investigate iNewsletter for a photo–rich online newsletter to increase parent and community engagement
- The student newspaper 'The Endeavour' to incorporate multimedia aspects including video

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading \$4,040 • Aboriginal background loading (\$2 613.00)	IEPs or PLPs were created for all Aboriginal student with educational or social/emotional goals collaboratively created with student, teacher and parents/carers. NAIDOC Day Assembly attended by over 900 students, 60 staff and many parent and community members including a dance troupe 'Buja Buja Butterfly Dance Troupe'. This resulted in an increased cultural understanding and positive and respectful relationships to foster a sense of belonging and inclusivity. Funds were expended on performers and additional support for learning.
English language proficiency	English language proficiency (\$ 74031.00) \$41,645 allocated to staffing. 0.4EFT EALD Flexible \$32386 • English language proficiency (\$74 031.00)	One part-time English as Additional Language/Dialect teacher supportS EAL/D students over 2 days. In addition NAP, New Arrivals Program, students have been supported with an additional 2 to 3 days per week. Lesson plans; Classroom observation; EaLD programs
Low level adjustment for disability	\$52,057 allocated to staffing, Total allocation \$74,031 Kindy – 8 (PreLit) Year 1 – 13 for MiniLit and 10 for alternate withdrawal programs Year 2 – 12 withdrawal 3 of which were in miniLit Year 3 – 10 withdrawal and in class support Year 4 – 11 withdrawal and in class support Year 5 – 9 withdrawal Low level adjustment for disability (\$ 101073.00) • Low level adjustment for disability (\$101 073.00)	Learning Support Team engaged a full-time teacher to develop withdrawal programs, support programs in the mainstream classroom and additional resources to assist students with additional needs. 73 students from Kindergarten to Year 5 were targeted for support in small group withdrawal programs. This focused mainly on Literacy. Resources were purchased in the areas of Autism, ADHD and sensory disorders. 4 teachers attended professional learning on with training in MiniLit, InitialLit and Spellit. Programs were sourced, purchased and implemented focusing on early intervention and assisting students with significant disabilities, such as working memory, expressive and receptive language and ADHD. 13 of 160 students in Year 1 (8.1%) and 3 of 134 Year 2 students participated in the MiniLit program. 15 of 16 participants completed the program, with sufficient skills to access class program. 1 out of 16 participants was referred off the program for further cognitive assessment and support. All students who completed the program have continued to have some form of small group support. Ongoing assessments such as CELF

<p>Low level adjustment for disability</p>	<p>\$52,057 allocated to staffing, Total allocation \$74,031</p> <p>Kindy – 8 (PreLit)</p> <p>Year 1 – 13 for MiniLit and 10 for alternate withdrawal programs</p> <p>Year 2 – 12 withdrawal 3 of which were in miniLit</p> <p>Year 3 – 10 withdrawal and in class support</p> <p>Year 4 – 11 withdrawal and in class support</p> <p>Year 5 – 9 withdrawal</p> <p>Low level adjustment for disability (\$ 101073.00)</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$101 073.00) 	<p>supporting parents to seek further external intervention where identified. Consistent weekly Learning support meetings with the team allowed a coordinated approach to the support of students requiring additional support.</p> <p>NCCD data was collected and submitted on 71 students.</p> <p>–12 Physical adjustments</p> <p>– 50 Cognitive adjustments</p> <p>– 9 Social/emotional</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>1.52 EFT</p> <p>\$45,090 spent on casual staffing costs</p> <p>\$37,498 spent on casual costs for co-op planning</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>In 2018 the Executive Team used the QTSS program to support teachers to develop and deliver engaging and rigorous curriculum underpinned by the seven themes of What works best: Evidence-based practices to help improve NSW student performance.</p> <ul style="list-style-type: none"> • Weekly observations and coaching staff members using goals developed from What works best: Evidence-based practices to help improve NSW student performance. • Time was also allocated for specific collaborative practices and data analysis to improve the quality of teaching: <ul style="list-style-type: none"> • K – 2 teachers were allocated 40 minutes a week to work collaboratively, using grade data in order to improve students. • 3 – 6 teachers were allocated on day a term to work collaboratively to develop quality student assessments, analyse data and make school visits to observe other open-plan learning environments. • The Executive Team participated in the workshop Using data with Confidence to develop their data literacy and apply it to school and stage based data analysis.
<p>Socio-economic background</p>	<p>In 2018 \$7,802 received in funding was fully expended.</p> <ul style="list-style-type: none"> • Socio-economic background (\$7 802.00) 	<p>Funds are directed towards supporting full participation of students in school activities including the supply of textbooks and uniforms, full engagement in sport and extra curricula programs and support for attendance at excursions and camps.</p>
<p>Support for beginning teachers</p>	<p>Mentor Casual Release days x3</p> <p>\$95,110</p>	<p>Guidance in identifying and planning Professional Development Goals in line with the beginner teacher's experience, current Professional Development Plan and roles within the school's Strategic Plan. Discussions with mentees revolved around the Australian Professional Standards and the Induction Program phases identifying</p>

<p>Support for beginning teachers</p>	<p>Mentor Casual Release days x3 \$95,110</p>	<p>strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.</p> <p>A series of frequent and regular observation and reflection cycles tailored to the individual needs of the beginner teacher. These involved observation of beginner teachers and by them of their colleagues. Collaborative short term projects, with identified experienced staff members as coaches, targeted the specific needs of the ECT.</p> <p>Support given for ECT to identify and attend professional development in line with the Beginner Teacher Phases based on the research provided by the 'Strong Start, Great Teachers' website.</p> <p>Guidance and support with teacher accreditation in accordance with NSW Department of Education and NESA requirements. The mentor monitors the accreditation status of all early career teachers and encourages the pursuit of higher levels of accreditation. All mentees use professional standards and PDPs to identify and monitor specific areas for possible use as accreditation evidence. Mentees are encouraged and supported in beginning the accreditation journey in conjunction with their mentoring and induction program. This is done on a regular semester based program with several opportunities for reflecting and refining strategic directions particular to each mentee.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>Term 1– one day NAP till the end of Term 2, and one extra day from school allocation.</p> <p>Term 2 –DOUBLE the number of NAP applicants including seven absolute Beginners. 0.4 extra funding was granted.</p> <p>An additional EAL/D specialist was employed once a week to support the New Arrival students. Kindergarten students started receiving support.</p> <p>Term 3– As a result of t of 4 new English Beginners an extra day was granted for 6 weeks – 3 NAP days per week.</p> <p>Term 4– NAP Extension dropped back to 2 days per week.</p> <p>All students improved their capacity to access the class curriculum and increase their ability to fully participate in school life. They were able to engage positively with peers: listening, turn-taking in conversations, negotiating and helping each other. They also engaged in early reading skills with the use of quality literature and scaffolds.</p> <p>ESL scales; SCOUT data; Internal student performance data; NAPLAN data</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	409	429	452	457
Girls	432	452	471	488

An additional class was formed in 2018 to cater for increased enrolments across the school, bringing to 38 the total number of regular classes. The school continues to accept only in area enrolments of Australian citizens and permanent residents in an effort to manage student numbers until current building works are completed for 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	95.8	96.4	96.2
1	94.9	95.8	95	95.5
2	95.6	96.1	96.2	95.9
3	95.9	95.4	96.2	95.6
4	95.6	96.5	95.3	95.2
5	95	96.7	96.4	94.9
6	95.4	94.2	96.2	94.8
All Years	95.6	95.8	95.9	95.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance continues to be above the state average and had improved on 2016. Most leave centres around the overseas born families who take additional time near holidays to travel back to their extended family and as such has minimal impact on students' learning and progress. Children are enriched

by the opportunity to have contact with their first culture and extended family.

The school has in place procedures to follow up day to day absences and encourage regular attendance including automatic daily morning sms notification for absent students implemented during 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	37.85
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.6
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	5.87
Other Positions	1

*Full Time Equivalent

One staff member currently identifies as Indigenous.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

\$50,172 received in funds for professional development.

Whole school areas of development have included:

- Continuation of Professional Learning Communities (PLCs) in the areas of English, Maths, Positive Behaviour for Learning, Critical and Creative Inquiry, Visible Learning and

Futures Learning. Staff developed term and annual milestones to drive the Strategic Directions of the 2018–2020 school plan. PLCs utilised the professional learning time to develop and trial lessons specific to their area, create whole school resources and share their progress with all staff.

- Mandatory training was undertaken in Child Protection, CPR, Anaphylaxis, Code of Conduct and Corruption Prevention.
- Two twilight sessions (replacing the last SDD day) were provided by Trio Professional Learning on 'Teaching grammar effectively', a NESA registered course. Teachers explored language forms and features, sentences, integrating the teaching of grammar, moderating writing for grammar and punctuation and vocabulary.
- All staff participated in a full day Staff Development training day on 'Foundations of coaching' led by Growth Coaching. Coaching skills were introduced to enhance the PDP process including observations and conversations to support the development of others. Teachers utilised these skills for Semester 2 observations following the GROWTH model.
- Analysis of the School Excellence Framework, identifying areas of excellence and areas which could be developed. As part of the External Validation process, all staff took part in evidence collection and annotation to demonstrate the school's self-assessment using each element of the School Excellence Framework. PLC members engaged in self-assessment and reflected on their projects and the impact of activities.
- Introduction to the new PDHPE and updated Science syllabus. Identified staff participated in external training and then led the whole staff through training to inform them of changes to content and outcomes.

Individual and groups of teachers participated in a variety of professional learning opportunities around all Key Learning Areas and School Plan strategic directions. Opportunities included: Music, Sport; STEM; High Possibility Classrooms; STEM education; Growth Coaching; Positive Behaviour for Learning; Visible Learning; Using evidence to teach reading; iPad 3–6 literacy; Languages K–10 syllabus workshop; Evidence Based Teaching in Schools; Supporting students with autism; Enhancing teacher assessment literacy to improve student literacy; Assistant Principal Induction and; school visits and observations.

With guidance from Randwick's Beginning Teacher mentor, nine staff members successfully submitted their evidence and report to gain accreditation at Proficient Teacher. Eleven staff members are working towards accreditation at Proficient Teacher. The remaining teachers are working towards their Maintenance report.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

December 2018.

	2018 Actual (\$)
Opening Balance	867,182
Revenue	8,367,423
Appropriation	7,344,363
Sale of Goods and Services	22,831
Grants and Contributions	978,870
Gain and Loss	0
Other Revenue	4,600
Investment Income	16,758
Expenses	-7,949,707
Recurrent Expenses	-7,949,707
Employee Related	-6,186,627
Operating Expenses	-1,763,080
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	417,716
Balance Carried Forward	1,284,898

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. The school has been reserving funds gained from lease of premises, accumulated over the past 6 years, to expand and upgrade existing school buildings and playground areas to meet the rapidly increasing student population.

These funds are progressively being used to supplement the capital works program commenced in November 2017 by refurbishing and remodelling other school facilities and providing upgrades to the program. Funds will also be expended on items identified through the project that are not covered within this budget.

Funds are also held for asset replacement and acquisition particularly in the area of technology. Existing classrooms have been upgraded with interactive screens and the school's 1:1 iPad program for Years 4,5 and 6 has been updated.

Classroom furniture is also being progressively upgraded to support flexible learning environments and complement the new classrooms completed in January 2019.

As part of the school building project the school will meet the cost of COLA and lights for the new basketball court \$250,000 enabling this to be used as a community resource. The school will also add additional lighting and sound to the hall stage upgrade

\$60,000, \$40,000 will be expended on the Library refurbishment due to the newly expanded space, photocopiers are being upgraded \$70,000 and equipment and furniture for existing classrooms in keeping with a flexible learning environment \$30,000. It is anticipated as the major capital works programs comes to a close there will be remaining areas of playground and facilities to be upgraded due to damage from building works and general wear and tear.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above. Equity funding is expended to ensure equal outcomes for Indigenous students and those from low socio economic background and English as another language or dialect background. Funds are expended on the designated staffing allocation, all of which are supplemented from community sources especially funds raised through lease of premises. Expenditure is directed as required to supplement full participation in all aspects of schooling as well as to provide support for learning programs.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	6,089,760
Base Per Capita	178,480
Base Location	0
Other Base	5,911,280
Equity Total	185,520
Equity Aboriginal	2,613
Equity Socio economic	7,802
Equity Language	74,031
Equity Disability	101,073
Targeted Total	103,948
Other Total	431,369
Grand Total	6,810,597

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's 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.

School performance

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.

In 2018 Randwick Public School was one of 500 schools who completed NAPLAN testing online following participation in the pilot program in 2017. Students expressed confidence in how they had been able to complete the test online and results were generally comparable with previous years. A high level of ICT provision allowed online tests to proceed successfully.

Growth data from Year 3 to Year 5 cohort indicates that 77% Grammar and punctuation to 95% Reading grew by the expected two bands or more, with high scoring students in Year 3 2016 able to demonstrate their growth through the extended bands of 9 and 10.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in both Years 3 and 5 demonstrated achievement in Literacy above or equal to similar schools with 88% Grammar and Punctuation to 72% Spelling able to demonstrate learning in Bands 5–10 with 60% Grammar and Punctuation 11% Writing demonstrating achievement beyond the Year 3 scales. All students in Year 5 achieved above minimum proficiency.

In Numeracy 74% of Year 3 demonstrated achievement in Bands 5–10 with 30% in Bands 7–10 which is beyond the Year 3 syllabus while 86% of Year 5 achieved scores in Bands 7–10 with 8% demonstrating achievement beyond the Y5 syllabus.

No students in Year 5 and only 1 student in Year 3 did not achieve above minimum proficiency.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when

considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

The two Indigenous students enrolled in Year 3 and 5 in 2018 scored in the top two bands overall strands.

Parent/caregiver, student, teacher satisfaction

Each year our Year 4, 5 and 6 students participate in the Tell Them From Me Survey. This data is critical to our focus on ongoing student success and evaluating our school plan. Below is a snapshot of the data in the areas of academic, social–emotional and physical education/health outcomes.

The majority of parents indicated feeling well informed about their child's progress, behaviour and social/emotional development. This area placed our school above the State norm for the areas covered in "two–way communication".

Although parents feel well informed about their child's progress at school they remain less confident about supporting their child's learning at home. The continuation of a Facebook page and the increase in use of the SeeSaw app across K–6 classes has allowed class teachers to share student work and progress in an interesting and easily accessible way.

93% of parents communicated with their child's teacher about learning and behaviour throughout the 2018 school year. 100% attended an interview with the teacher or social functions at the school, however, only 15% of parents surveyed were involved in school committees.

Some of the other areas that our surveyed parents scored Randwick Public School higher than State norms included 'Supporting positive behaviour, student safety at school and inclusivity.

The school is continuing to help parents recognise their children's success in a very high performing cohort and be proud of that achievement. 96% of parents expect their children to achieve Year 12 level and 81% expect them to attend university. Of the parent respondents 62% had contributed to school planning, 22% to the development of new policies, 25% to teaching practices and 18% to curriculum delivery.

The teacher survey indicated that teachers felt the greatest strengths of the school were Staff collaboration, Inclusivity and Learning culture. Areas where Randwick Public School was significantly above State norms were support from the leadership team,

use of technology to enhance teaching and parent involvement.

Comments from the open–ended question regarding teacher professional learning staff feel they have become more confident and competent in the areas of Mathematics, STEM, Writing and Visible Learning. All of these areas are focus areas of our 3 year School Plan 2018–2020.

'My teaching of literacy has improved because I have given myself more time to read, research, prepare and reflect on what I am doing, tracking with my supervisor in the process, and complementing it with relevant individual professional development.'

'Visible learning – mostly success criteria and feedback. Students take much more ownership of the process now. It has improved through experimentation, collegial advice and mentorship from my supervisor.'

'Learning how to use technology to differentiate and cater better to my wide range of abilities in the Maths class. e.g. using seesaw to set extension tasks and using a lesson flow where I explain the extension task to the extension students while the core and support students work independently on work at their level before I provide more guidance to the support group.'

Policy requirements

Aboriginal education

IEPs or PLPs were created for all Aboriginal student with educational or social/emotional goals collaboratively created with student, teacher and parents/carers.

NAIDOC Day Assembly attended by over 900 students, 60 staff and many parent and community members including a dance troupe 'Buja Buja Butterfly Dance Troupe'. This resulted in an increased cultural understanding and positive and respectful relationships to foster a sense of belonging and inclusivity.

The two indigenous students in Year 3 and 5 both achieved NAPLAN results in the top two bands on all strands.

Multicultural and anti-racism education

Anti Racism Contact Officer maintained accreditation and training and made visible Anti Racism Contact Officer material in the staffroom. Minimal informal issues were dealt with effectively as they arose in the school.

A major celebration of the 56 cultural backgrounds that make up our school's ethnic diversity is held on Harmony Day each year. Parents and students are invited to share their culture through creative arts, food, and dress. This celebration is always cited by all as the "best day" of the school year. It is a major part of celebrating the richness of the diversity within our school.