Randwick Public School

2019 Annual Report

4250

Introduction

The Annual Report for 2019 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.

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Message from the principal

Why are student results in decline?

This is the question in the media with which we ended our 2019 school year, although fortunately not at Randwick.

It is not without many explanations and accusations from our politicians or suggested quick fixes, mostly all involving money!

- Would we want our teachers to be valued and paid more: of course!
- Would we appreciate better upkeep of our public schools: yes!
- Would we think smaller classes are an advantage: the answer is obvious!
- Would presenting students with a cohesive society universally focused on free, high quality, life long education make a difference: the evidence is there.

Unfortunately money is a two sided coin–what would WE do without?

My recent visit to Finnish schools helped me appreciate how these first three questions impact student learning and well being in positive ways when soundly supported by the fourth question, the shared belief and positive commitment to education by a nation.

Growth is a word we hear regularly: more and bigger is better but should we instead hear renewal and adaptation/evolution. The first is a modern economically imposed theory, the second an observation from the natural world. We see plants grow and prosper, then gradually decline providing nutrients for renewal and completing the circle of life.

How do these ideas apply to Randwick in 2019?

Our school works off the front foot. Our teachers and community recognise the value of STEM – science, technology engineering and math, committing P&C resources to a teacher coach/ mentor and sharing community talents. Rather than bemoaning social media and technology we teach our students to be responsible. Parents we need you to actively engage with your children and their use of devices and set clear boundaries at home, as this IS one thing teachers can't do alone. Our students achieve highly in both reading and numeracy, out performing similar public and private schools at a far lower cost per student ratio.

Can we adapt to changing times and expectations? The school has chosen to allocate funds to an Instructional Leader in numeracy and literacy for 2020 to work alongside our teachers to analyse and adopt best practice strategies. Our dedicated STEM teacher works alongside teachers coaching them at their own level while increasing access for all students to coding, robotics and film making.

Our students actively participate in instrumental music: recorder, strings, guitar, band, in choirs and dance as well as an amazing range of sporting endeavours, with all having an opportunity to achieve at the highest levels. Thank you to our

teachers for committing so many extra hours at breaks and after school to develop a whole child. There are more than a few looking forward to the 2020 performance year and I hear that is not just the 'kids'!

Our teachers need to be recognised for their care, dedication and professionalism in teaching our children free from being the scapegoat for the ills of society. After all we have them for six hours per day, that leaves a further 18!

Our parents and community have persisted in achieving a much improved learning environment for all and they continue to do that through regular working bees and fundraising! I think on my count, the building project alone has taken the energy and sense of purpose of at least 4 P&C Presidents; Ben, Terry, Mike and Noelle. Thank you. They do say Rome wasn't built in a day nor is a school.

You will have heard me say far too many times, that schools must be a true tripartite partnership between students, our future, the community, whom we serve and the school staff, the professional educators and administrators. We need to keep in mind the idea of social compact, reciprocal rights and responsibilities.

Our challenges going forward into 2020 and a new planning cycle for 2021–2023 is:

- Remaining steadfast in the holistic development of our children: they are far more than vocational fodder; remaining true to our primary purpose to teach our children to learn well, to take risks, to explore their talents and share them thoughtfully;
- Engaging the wealth of intellectual and practical talents of our community; and
- Above all, giving children hope for the future, faith in the goodness of the world and the assurance that they are always cared for and loved.

We may not change the nation (immediately) but we can start on our own patch. The power of one!

To do this at Randwick we strive to follow *via media*, the middle way, in the best meaning of the Aristotelian ethic: a way of life that enables us to live in accord with nature, to improve our character, to better deal with the inevitable hardships of life and to strive for the good of the whole, not just of the individual.

We are just one short chapter in a long book so let's strive to make it the best. Thank you to staff, students and parents for making Randwick what it is today.

Message from the school community

As President of the P&C I am delighted that we are asked each year to present a trophy that is about community and citizenship. The P&C Trophy represents the essence of the P&C. Parents giving that bit extra, finding the time and the energy to contribute to benefit the greater whole. Life is busy. I'm sure life is busy for our award winner and their family. Yet, they find the time to give back, to help build the community they want to see.

The community of parents that contribute to P&C functions are busy too, but we believe that the return on the time we invest is worth it. The P&C provides many services in support of the school to ensure the best possible experiences and opportunities for the students. We raise a lot of money and provide a great deal of human effort.

This year alone P&C funds have contributed the new climbing frame in the cottage playgrounds, tens of thousands of dollars in classroom resources, the year 6 farewell, software for classrooms and carnivals and extracurricular opportunities in the arts and academics. That said, it's not just about the money.

The RPS community is like a jigsaw; it is the product of many small pieces coming together to create a whole. To all the parents, family members and carers here today – what will your pieces of the puzzle be?

There are so many pieces to this puzzle, we are such a big, energetic school, that there is something for everyone – a shift at the barbecue; behind the scenes helping with communications or finance; sewing costumes; mucking in at a working bee; helping with posters, newsletters; counting coins; sourcing donations ; baking; minding chickens? Or perhaps coordinating a fund raising event; joining a subcommittee or even the executive team?

There really is a space for everyone in this RPS community and the community we get will be the sum of the contributions each of us continues to make – students and parents alike.

My sincere appreciation goes to everyone who is already adding their piece to the picture and I hope to see many more of you next year.

Noelle Phegan, President, Parents and Citizens' Association

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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

The Learning Culture at Randwick Public School is one of continuous improvement, committed to communicating the key message: that learning progress and achievement for every student can be achieved. Randwick Public School provides a learning environment that nurtures, guides, inspires and challenges students. We work in close partnership with parents and encourage them to be active participants in their child's education. The engagement of members from the school community and partnerships with external organisations continue to support student progress and wellbeing.

Randwick Public School has implemented evidence–based approaches to teaching and learning through the use of explicit instructions. This is supported through the implementation of Visible Learning, Positive Behaviour for Learning and co–teaching methods.

In class, students engage in a curriculum that is differentiated to their learning needs through explicit teaching, quality learning activities and ongoing feedback. For teachers it is embedded in a culture of professional engagement and collaborative practice whereby all teachers are accountable for student progress.

Instructional leadership and professional learning has focussed teaching on high impact and evidence based practices. Weekly meetings and ongoing mentoring, support teachers to gather and apply evidence to drive student performance. Information both electronic and face to face, educates parents about school systems, teaching strategies and high expectations for success. The focus on sustaining and growing effective relationships enables students to thrive, connect

and succeed. The dedicated approach to the ongoing improvement of the school's learning culture and it's capacity to create a range of quality learning opportunities is exemplified by the school's partnerships.

In the domain of Learning the school's self–assessment is consistent with the evidence presented in 5 elements: Learning Culture, Well being, Curriculum, Assessment, and Reporting as Sustaining and Growing. In the element of Student Performance the evidence presented indicates the school is operating at the Excelling stage with students consistently out performing those in similar school groups.

The school's self–assessment of the Teaching Domain and elements: Effective Classroom Practice, Data Skills and Use, Professional Standards & Learning and Development is Sustaining and Growing. Consistent scope and sequences were created and used during collaborative planning sessions to develop well–sequenced programs and lessons that incorporate evidence–based teaching strategies to enhance student learning and develop engaging teaching activities. Teachers have focused on improving quality feedback to students with a trial of data walls, using consistent language from the learning progressions and providing clear learning intentions and success criteria. Student assessment data continues to drive planning and modifications of teaching practice. Teachers use a variety of assessment forms including standardised assessments such as NAPLAN and ICAS/REACH as well as assessments for learning such as Essential Assessment and TORCH. Teachers use this information to analyse and evaluate student understanding and modify their teaching practice accordingly. Coaching and mentoring support, collaborative practice and feedback, facilitated by professional dialogue and strong professional relationships ensure the successful implementation of the Performance and Development Framework. Teachers are encouraged and empowered to identify and plan professional learning needs and goals and participate in learning to improve their knowledge and practice. Teaching and executive staff have also begun to engage and contribute to professional teaching networks and the broader community to share their expertise and build productive links.

In the domain of Leading, the school's self assessment is Excelling in all four strands: Educational leadership, School planning, implementation and reporting , School resources, Management practices and processes. There is a clear focus on distributed leadership through the Senior Executive and Assistant Principals to improve instruction in all grades through sharing of programming, Professional Development and regular sharing of student work samples and assessment tasks. This is supplemented by teacher leaders in each of the Professional Learning Communities who support improved practice in targeted areas of the school plan by developing and trialling programs and providing professional development across the school. The school is recognised as excellent and responsive by the community as it embeds and supports a culture of high expectations and success for all, including minority groups. This is supported by external results and surveys. The school's resources are regarded by the community as outstanding in academic, sporting, cultural and technological innovation. This has been achieved through strong community connections, support and strategic financial management.

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.

Improvement Measures

Increase the percentage of students who are engaged, challenged, confident of their skills and are purposeful users of technology.

Increase the number of students who can verbalise and reflect on their learning, successes and future goals/areas for development.

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.

Progress towards achieving improvement measures

Process 1: Develop programs and lessons that reflect Visible Learning properties including learning intentions, success criteria, feedback and goals to develop student self direction in their learning.

Evaluation	Funds Expended (Resources)
In 2019, the Visible Learning team continued to review all programs to ensure Learning Intentions and Success Criteria were evident in each unit. Furthermore, the Visible Learning team surveyed a range of students to determine the extent, to which they were able to identify with their own leaning goals in writing and to determine how well they were able to articulate where to next for their learning. Survey data suggested a need to focus on student feedback. The work of John Hattie was used as a basis to explore the importance of providing explicit and timely feedback to students, which formulated the focus area for the 2019 priority. The 'I Can' Statement Wall was trialled in sample classes across K–6 to enhance the quality and explicitness of feedback that students were receiving, with an emphasis on writing. Baseline data was gathered prior to the implementation of the wall, followed by a post–survey after a 10–week period. The results indicated that students exposed to the 'I Can' Statement Wall had established significant growth in their ability to identify with a goal they had achieved in writing and a goal they were individually working towards (pre–survey 35%, post–survey 78%). In Term 3, the Visible Learning Team established 'buddy' classes to implement the 'I Can' Statement Wall. Once again, students involved in the trial completed a pre–survey to establish a baseline of impact. Survey data taken from all students who were exposed to the 'I Can Statement Wall' since the initiative was implemented in Term 1 2019 demonstrated significant growth in their ability to create quality texts in writing. The three main areas of growth (from the data findings) suggested an increase in students understanding what the Success Criteria was (pre implementation 68% and post 96%). Students found the statement wall useful to identify what they could do, a goal moving forward, and lastly students found the statement wall useful in their learning (pre implementation 51% and post 72%). It can be suggested that the 'I Can' Statement Wall has had a significant impact on students' ability to identify with learning goals in writing and to use the wall to track and monitor their own progress, which in turn has resulted in improved quality of writing across cohorts of students. The teacher survey indicates that the implementation of the data wall has	Release for team members to develop and create the suite of statements for teachers. Release of team members to model the use of the data walls in buddy classes. **Funding Sources:** • Teacher Professional Learning ($1562.67)

been of great benefit and that the continued implementation in 2020 across K–6 will enhance student and teacher collective understanding for learning.

Process 2: Create a whole school comprehensive, consistent and positive approach to student wellbeing with an emphasis on self regulation using the Positive Behaviour for Learning framework.

Evaluation	Funds Expended (Resources)
At the beginning of 2019, teachers used school Positive Behaviour for Learning values as an overarching guide to creating own classroom norms. Feedback from this highlighted the need to improve consistency between each class and year. It was decided that more explicit instructions and professional learning was required, providing resources to help set up classroom norms.	Casuals for professional learning and planning days TPL cost **Funding Sources:** • TPL ($38414.00)
Term 1 saw the successful implementation of first lessons in each classroom. Anecdotal data including teacher observations saw a significant increase in common language to describe student behaviour. This led to greater understanding of teacher expectations. Lessons continued to be implemented weekly by all teachers.	
The PBL PLC established roles and responsibilities including communication methods. This included a weekly email with lesson plan link, overview and consistency grids; Staff board updated as required; Newsletter termly, reminders on Sentral (Wednesday). Teachers were encouraged to share their class journey through videos or posters created.	
In Term 1, the PBL PLC presented to the Randwick Public School P&C. They supported the changes and requested to have a follow up presentation to report back on the implementation of PBL and future directions.	
In Term 2, a PBL consultant/mentor conducted a walkthrough was conducted to form part of the Tiered Fidelity Inventory. Results: • 83% of staff listed school wide expectations • 92% of staff have taught the school values/behaviour expectations to students this year • 83% of staff have given a tangible reward (merit card) in the past two months based on PBL • 93% of students listed school PBL values • 100% of students received a tangible reward (merit card) in the past two months based on PBL Tiered Fidelity Inventory (TFI) Score • Teams 50% • Implementation 33% • Evaluation 13% PBL PLC continued focusing on Tier 1.	
Information on school values was developed for casual teachers and provided in casual folders for easy referral. Visual posters were also displayed prominently in the casual teacher entry/meeting point in office.	
On advice from PBL training, the PLC simplified the language in the school behavior matrix in Term 4. Behaviours were consolidated in each area and language was made consistent throughout the document. Online behaviours were added based on training and research. Some areas were removed based on implementation experience.	
Feedback from Term 4 staff survey: • 15% of teachers taught lessons on Monday • Identified areas of improved behaviour included: stairs and corridors, assembly, equipment and overall playground • Areas that were identified as still needing support included: library, canteen and representing our school • 63% of teachers preferred discussion as a way of teaching PBL behaviours	

Progress towards achieving improvement measures	
• Repeated suggestions from teachers were signage around school and videos to show. • Teachers also suggested a specific PBL award/system Temporary signage was created and displayed throughout the school. This has identified the need for larger signs to improve visibility. Before permanent signage, staff will be asked for additional feedback on location to ensure optimal visibility and use. Future directions for 2020 include: • Adjusting lessons, matrix and consistency grids • Updating whole behaviour management system including flow chart • Update school Welfare guidelines • Implement supporting strategies eg. lines on stairs, posters in bathroom	

Process 3: Implement a whole school integrated approach to foster autonomous learners who are intrinsically motivated, find solutions to real world problems and use technology to support their learning.

Evaluation	**Funds Expended (Resources)**
As a result of a 2017–2018 project, it was apparent that in order to self direct and become an autonomous learners, students require a set of analytical skills in relation to technology use and research. An audit of the current and existing programs that allow students to promote individual learning paths, by accessing research via technology was undertaken at the start of this year. This included looking at previous student answers from Tell Them From Me data from 2018 and surveying teaching staff at the start of 2019, which had a 100% return rate. Using this information and priorities listed by teachers, the general capabilities and using knowledge from previous studies including the High Possibility Classroom study undertaken with Dr Jane Hunter (UTS) staff drafted a scope of 'Digital Research Skills'. The aim of this scope is to progressively build digital skills that allow students to access technology more analytically and independently. These skills are to be embedded across stage programs. This scope ranged from K–6 and was trialled in 5 classes in mid 2019. After refinement, the remainder of teaching staff at the school were introduced to the scope during professional learning and all stages began implementing the use during Term 4, 2019. Staff feedback and practical use of the scope will be assessed and the final scope will be ready to use from 2020. It is expected that the inclusion of the scope in stage programs from K–6 will contribute to the growing success of programs across all other KLA's, student self direction when 'researching' and teacher scaffolding in order to create environments that lead to successful analysis of information.	**Funding Sources:** • P&C School funded teacher ($100000.00)

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.

Improvement Measures

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.

Increased use of collaborative futures learning practices in teachers' programs and classroom lessons and successful adaptations to new learning environments.

All students make consistent progress as tracked on the Literacy and Numeracy progressions.

Progress towards achieving improvement measures

Process 1:   Collaboratively analyse student data and draw on evidenced based teaching and learning strategies to inform and differentiate high quality literacy programs and practices.

Evaluation	Funds Expended (Resources)
In 2019 the English PLC continued the use of the TORCH reading assessment but expanded it across all primary grades. Data was collected and reviewed at grade levels and effectively drove the development of differentiated teaching and learning programs. It has been noted that many students can successfully skim and scan texts for general contents/facts, but fail to fully engage and process what they are reading. On conclusion of assessments many students negate the process of reviewing their answers and were not able to identify erroneous answers and rectify them until whole class marking. Teachers will focus more on explicit teaching of processing, reviewing and editing skills in order to improve student outcomes. Some success has been achieved by explicitly teaching inference through multi modal texts. Teachers effectively use the data collected from benchmarking to differentiate reading programs in the early years. Initial–Lit has been programmed into the Year 1 Literacy program to support the development of children's phonic, phonemic awareness, spelling and writing. Data is continually collected and has shown that the children are improving in all areas with sustained growth. Reading NAPLAN Results Randwick Public School: 66% made expected growth. This is above the state average and in line with schools in the similar school group. 51.7% of Year 3 students achieved in the top 2 bands. 36.1% of Year 5 students achieved in the top 2 bands. Writing NAPLAN Results Randwick Public School: 67.4% made expected growth. This is consistent with data from 2018, above the state average and in line with schools in the similar school group.	Literacy professional development– $9376 Resources– $11459 **Funding Sources:** • Literacy and Numeracy ($20835.00)

Progress towards achieving improvement measures	
55.1% of Year 3 students achieved in the top 2 bands.	
17.6% of Year 5 students achieved in the top 2 bands.	

Process 2:   Draw on research to develop and implement high quality professional learning to inform teaching and learning programs, practices and assessment in Numeracy.

Evaluation	Funds Expended (Resources)
The Maths PLC undertook research for the development of summative assessment for Years 1 – 6 with the inclusion of tasks which allow students working beyond the stage outcome to demonstrate their understanding. We engaged the assistance of a Numeracy Consultant who provided the PLC with examples and a proforma to facilitate rich core tasks as part of the summative assessment process. Members of the PLC trialed different rich tasks with their classes to gather student data and the effectiveness of the tasks. In 2020, the PLC will continue to focus on the development of these tasks and the professional development of the wider staff. After the trial of Essential Assessment in 2018, all Year 3 – 6 classes utilised the diagnostic program in 2019 with their math classes. Staff reported that it allowed them to analyse students pre–assessment data and differentiate the teaching program to focus on content which the student misunderstood. In the post–assessment both students and teachers are able to see results and growth within each strand of mathematics. Numeracy NAPLAN Results Randwick Public School: 64% made expected growth. This was an increase of 8% from 2018, above state growth and in line with schools in the similar school group. 71.88% of Year 3 students achieved in the top 2 bands. 62.93% of Year 5 students achieved in the top 2 bands.	Numeracy professional development– $1081.29 Resources– $4544.61

Process 3:   Develop effective collaborative teaching practices to support students in a futures– learning environment through team teaching and technology–driven instruction.

Evaluation	Funds Expended (Resources)
The Futures Learning PLC continued to develop resources and create opportunities to enhance collaborative teaching practices at Randwick Public School. 2019 was the first full year of teaching and learning in the 'Beehive', an open learning environment for Stage 3 where co–teaching practices are utilised in almost all Key Learning Areas. Naturally, there was an increased use of co–teaching in Stage 3, but this also increased the level of co–teaching throughout the school. In Term 1, the PLC provided professional learning to staff on collaborative teaching practice, through the sharing of our school artefact– a website created to illustrate effective use of futures learning practice. The website provided information for staff around various co–teaching models, a flowchart designed to help teachers select appropriate co–teaching models for their lessons and a guide to 'getting started' when working with a co–teacher. Staff were highly receptive to the website, particularly the flow chart, and made use of this website throughout 2019. During this professional learning session, staff completed a co–teaching survey to identify professional attitudes towards co–teaching, regularity of co–teaching and the models in place. Information gained from the survey helped the Futures Learning PLC to identify areas for growth in co–teaching practice across the school:	Casuals for Claremont Course/Claremont Course $4526 SLEC course– cost of casuals covering $3125.34 **Funding Sources:** • QTSS ($7651.34)

Progress towards achieving improvement measures	
developing co–teaching relationships, designing a learning space, tracking student engagement and progress, and reflection on practice. PLC members then created resource packs to provide further learning and resources in each of these areas, with these resources being made available to all staff members as well as encouraging stage leaders to discuss application of resources as part of stage meetings. Key resources were added to the school's Futures Learning website at the end of year. Randwick Public School staff also engaged in professional development in co–teaching, participating in two courses presented by School Environments Learning and Change– 'Collaborative Teaching Practices' and 'Innovative Learning Environments'. Stage 3 teachers and PLC members visited Claremont College for learning in enhancing professional dialogue when working collaboratively. Teachers from the PLC and across the school also attended Co–Teaching Network meetings to gain insights and share practice with other schools.	

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.

Improvement Measures

Leadership density will be maintained or increased at all levels of the organisation evidenced through effective teacher leaders, credentialing and promotion.

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.

Improved support for new and developing teachers and leaders through quality professional development, collaborative planning and reflective practice.

Progress towards achieving improvement measures

Process 1: Professional Learning Communities led by teacher leaders will complete action research in target areas: Literacy, Mathematics, Positive Behaviour for Learning, Creative and Critical Inquiry, Futures Learning and Visible Learning.

Evaluation	Funds Expended (Resources)
Professional Learning Communities led by teacher leaders have completed action research in target areas: Literacy, Mathematics, Positive Behaviour for Learning, Creative and Critical Inquiry, Futures Learning and Visible Learning. This information has been presented to all staff at TPL and mini projects implemented to be expanded through 2020 to a larger cohort of staff. • Literacy: specific teaching of Higher order comprehension strategies • Mathematics: use of specific problem solving rubric and use of Essential Assessment to pre and post test to ensure learning is focussed and explicit • Creative and critical enquiry: Google Classroom in use in Years 3–6. Trialling of Flipped classroom techniques and self directed learning by team members • Futures Learning: Using information from SLEC to establish collaborative teaching teams in new classroom spaces. • Visible Learning: Trialling of data walls by all team members. Learning Intentions and Success Criteria used in all literacy and numeracy lessons across all classes.	Term meetings X2 Each team released to work on plan for one day $10000 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($10000.00)

Process 2: Staff expertise is shared across the school through collaborative planning, team teaching, classroom observation and professional dialogue. Staff are encouraged to develop leadership skills through leading a variety of school programs.

Evaluation	Funds Expended (Resources)
Professional development– Learning Sprints, coaching conversations and wellbeing sessions conducted to support staff in effective completion of PDPs completed using the Australian Teaching Standards as a framework. Term stage based collaborative planning sessions expanded to specifically share maths and writing work samples and improve programming for differentiation Specialist teachers collaborated to refine school scope and sequences. particularly Italian and Mandarin and support the implementation of new syllabi	QTL **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($10000.00)

Progress towards achieving improvement measures

Process 3:   Comprehensive, high quality induction program and ongoing support for early career teachers to enhance their teaching skills.

Evaluation	Funds Expended (Resources)
While ongoing support for early career teachers to enhance their teaching skills continued, due to a significant reduction in the number of beginning teachers in 2019, the 2018 induction program required modification to fit the current context. A quality induction program for new and beginning teachers continued to be developed throughout the year, focusing on the four phases of induction–Orientation, Developing focus, Refining practice and Gaining proficient accreditation. Stage supervisors and colleagues took on more of the mentoring role as a formal mentor was not employed (as per previous years). Throughout the year beginning teachers were supported: • by observing other teachers' lessons; • by engaging in collaborative practices; • with ongoing feedback and support in planning quality lessons; • by engaging in professional learning that focuses on best practice; • with time to assess and evaluate student work; and • to compile evidence to achieve mandatory accreditation at Proficient Teacher level.	**Funding Sources:** • Beginning Teacher ($32529.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	2019 Allocation $4,758 Expended $4,987 **Funding Sources:** • Aboriginal background loading ($4 758.00)	Personalised Learning Pathways (PLPs) were developed in collaboration with the class teacher, student and parents to improve the educational outcomes and wellbeing of Aboriginal students so that they can excel and achieve in every aspect of their education. An Inquiry Group was developed to ensure students were supported each week to focus on achieving the culture goals they had set through the PLP process. An Indigenous Support Officer was employed to work in collaboration with the Learning Support Teacher to run the program.
English language proficiency	2019 Allocation $109,675 $64,030 allocated to staffing. 0.6 FTE EALD Flexible $45,646 New Arrivals Program $9767 staffing	EAL/D network meetings provided collaborative professional development on current practice. This included sharing effective teaching strategies and maintaining high expectations for EAL/D students. For example, content for EAL/D students should not be simplified, but instead amplified to facilitate comprehension. Also, enhancements rather than adjustments contribute to student success. EAL/D specialist staff conducted professional development on using the EAL/D learning progression and the ESL Scales. Teachers felt confident in their ability to identify English language proficiency according to the EAL/D learning progression. This has enabled teachers to track student growth and plan for the next progression. Newly arrived students received direct support each week. Progress was monitored ongoing through student work samples. All students made significant growth in the area of speaking and listening with a high proportion of students making significant growth in reading/viewing and writing.
Low level adjustment for disability	$107,577 $53,358 allocated to staffing 0.4 FTE $54,219 flexible	A teacher was employed 5 days a week to join the Learning Support Team. This increased the efficiency of the team to engage in a strategic approach to learning support across the school. The teacher had a high impact on the efficiency of the team to understand the scope of learning needs at the school and effectively respond to the range of needs. Achievements for 2019 included: Leading the implementation of the Prelit, Minilit and Macqlit program, for students from K–4. Increasing the number of intervention programs to target literacy and numeracy with a focus on the acquisition of basic skills. Collaboration with classroom teachers to allocate resources, manage data and track

Low level adjustment for disability	$107,577 $53,358 allocated to staffing 0.4 FTE $54,219 flexible	student progress.
Quality Teaching, Successful Students (QTSS)	1.592 FTE $169,892 casual costs	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and co–teaching approaches. Teachers were also provided with time to work collaboratively with their team to plan, evaluate and reflect on teaching practices and learning programs. Stage leaders implemented Learning/Teaching Sprints to engage evidence–informed practice and support teachers to make incremental changes to teaching practice, for big impact over time. Analysis of student work samples and assessment data was used to evaluate the effectiveness of current practices and to devise the next steps in learning.
Socio–economic background	$8559 received and fully expended P&C /Parent sponsorship $5000	All children have been able to participate fully in the full range of educational offerings at the school.
Support for beginning teachers	2019 Allocation $32,529 was received and fully expended.	At the start of 2019, the the school received funding for 2 teachers in their first and second year of teaching. A new beginning teacher was also appointed in Semester 2. Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities. Early career teachers utilised their funds to assess and evaluate student work, observe other teachers' lessons, engage in collaborative practices and implement professional discussion. One early career teacher also compiled evidence to achieve mandatory accreditation at Proficient Teacher level.
Targeted student support for refugees and new arrivals	Total funding received $32,165	The New Arrival Program allocation of funding was 0.2 for Term 1 and 2 2019. The allocation increased in Term 3 to 0.4 and remained at this allocation for the remainder of the year. An EAL/D specialist teacher was employed to work with the New Arrival students to supplement school based programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	429	452	457	474
Girls	452	471	488	484

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	96.4	96.2	95.8
1	95.8	95	95.5	96.1
2	96.1	96.2	95.9	95
3	95.4	96.2	95.6	95.5
4	96.5	95.3	95.2	94.9
5	96.7	96.4	94.9	94.9
6	94.2	96.2	94.8	94
All Years	95.8	95.9	95.5	95.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.83
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	5.87
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,284,898
Revenue	8,428,164
Appropriation	7,291,177
Sale of Goods and Services	31,731
Grants and contributions	1,088,098
Investment income	13,157
Other revenue	4,000
Expenses	-7,820,293
Employee related	-6,393,324
Operating expenses	-1,426,969
Surplus / deficit for the year	607,871

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.

Surplus for the year will be expended on:
- Refurbishment of classroom: furniture/folding doors to make collaborative spaces
- Hall sound and lighting to complete stage construction
- Playground improvements: Extended cricket nets and resurfacing of disturbed bitumen.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	188,760
Equity Total	230,569
Equity - Aboriginal	4,758
Equity - Socio-economic	8,559
Equity - Language	109,675
Equity - Disability	107,577
Base Total	6,063,042
Base - Per Capita	221,733
Base - Location	0
Base - Other	5,841,309
Other Total	640,696
Grand Total	7,123,067

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.

Base – other – refers to full time permanent salaries. This is not a discretionary item for school expenditure and simply covers the cost of allocated staff as per DOE staffing entitlement formula.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

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 collected twice per year for students and once for teachers and parents and 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/carers indicated that the school provided additional support for students and that the school took an active role in making sure all students were included in school activities. This placed our school above state norm for the area of inclusive schools. In addition parents/carers indicated above state norm for the areas of parents feeling welcomed and the school supporting positive behaviour.

Although parents/carers felt welcomed overall, the school scored below state norm in scheduling school activities at times when parents could attend, indicative of the high number of percentage of all parents working. The continuation of timetabling and forward advice for a variety of whole school events such as the whole school picnic and the working bees at differing times has ensured parents/carers are given opportunities to interact with the whole school community.

96% of parents/carers communicated with their child's teacher about learning and behaviour throughout the 2019 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.

20% of the parents/carers surveyed indicated that they assisted in the classroom on a weekly basis and 22% indicated they support school sports throughout the year. In addition 90% of parents/carers specified their child was engaged, wanting to learn and 96% of parents/carers indicated the school programs helped their child to build new skills and knowledge.

The school is continuing to help parents value their child's success in a very high performing cohort and be proud of that achievement. 96% of parents/carers expect their children to achieve Year 12 level and 79% expect them to attend university. Of the parent respondents 51% had contributed to school planning, 22% to the development of new policies, 21% to teaching practices and 17% to curriculum delivery.

The teacher survey indicated that teachers felt the greatest strengths of the school were technology and collaboration. 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 questions regarding ways in which the school can assist teachers to further enhance the learning of students indicated additional time to observe other teachers and more targeted teacher professional learning.

Similarly comments on what the school does well included:

'The school is great at producing excellent student outcomes in terms of academic results. Students are challenged and high expectations are set'.

'The school is excellently resourced with technology and robotics, and as of this year the students and teachers have the opportunity to learn how to use these effectively. I think that this learning needs to be continued to make the best use of these resources'.

The student survey indicated that participation in extracurricular activities and positive behaviour at school were well above the state norm. An area of focus from the student survey included 'Positive Sense of Belonging'. The school has continued to assist teachers to develop their skills and knowledge to support students' positive sense of belonging through targeted professional learning.

Comments from the open–ended survey regarding ways in which the school could help students feel welcomed and known indicated a need for additional programs centred on student well being to be incorporated. The school employed a Youth Worker one day a week who coordinated a range of programs identified as areas of need via student surveys.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.