

Ramsgate Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Ramsgate 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.

Lorraine Simmiss–Taylor

Principal

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Message from the Principal

The 2016 School year, has been a year filled with many highlights. Education at Ramsgate continues to be exciting, stimulating and inspiring. As a teaching staff we have reflected on the research and embraced the philosophy around preparing our kids for a future that looks very different to what it is today. With this in mind, we as educators are endeavouring to ensure that our students are armed with a set of skills that will allow them to be successful as they navigate through life. We call these skills the 4 Cs. In 2016 we planned for teaching and learning that incorporated the 4 Cs across a wide variety of curriculum areas.

1. Critical thinking: To reason effectively, to make judgements and decisions and to solve problems. Critical thinking has been a valued skill in progressive and reflective societies. Today, every student—not just the academically advanced—needs it. While critical thinking and problem solving were once the domain of gifted students, it is now a critical domain for every student.

2. Communication: To articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. To listen effectively, to decipher meaning, including knowledge, values, attitudes, and intentions. To use communication for a range of purposes. To use multiple media and technologies, and know how to assess impact and their effectiveness. To express thoughts clearly, crisply articulating opinions, communicating coherent instructions and motivating others through powerful speech—these skills have always been valued in the workplace and in public life. But in the 21st century, these skills have been transformed and are even more important today.

3. Collaboration: The ability to work effectively and respectfully with diverse teams. To Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. To assume shared responsibility for collaborative work, and value the individual contributions made by each team member. Collaboration is essential in our classrooms because it is inherent in the nature of how work is accomplished in our civic and workforce lives.

4. Creativity and Innovation. In the past, many perceived creativity and innovation as secondary in our curriculum. Today, creativity and innovation are key drivers in the global economy. Creativity is built in to the new National Curriculum and is assessed alongside literacy and numeracy. To Think Creatively is to use a wide range of idea creation techniques, such as brainstorming. To create new and worthwhile ideas and to elaborate, refine, analyse, and evaluate original ideas to improve and maximize creative efforts.

As principal of this wonderful school, I am privileged each and every day to be a part of this vibrant school community where expectations for our students are high and partnerships with parents is strongly valued.

Lorraine Simmiss–Taylor

Principal

Message from the school community

Our P&C provides a forum in which parents can develop their partnership with the school and articulate their aspirations for their children's education.

Our P&C:

- Promotes the interest of the school by bringing parents, citizens, students and teaching staff into close co-operation
- Assists in providing facilities and equipment for the school and promoting the recreation and welfare of the students at the school
- Encourages parent and community participation in curriculum and other educational issues in schools
- Assists and co-operate with teaching staff at public functions associated with the school Throughout the year the P&C was involved in numerous school activities including fundraising activities through: Second hand uniform shop, Parent Social Trivia night, Mother's Day and Father's Day stalls, Easter celebrations

School Canteen profits support school initiatives. All funds raised go back into school initiatives , Welcome Family Disco Under the Stars and Christmas Under the Stars, Thank you and Welcome lunches and morning tea's as well as kindergarten orientation, 5 Cent Fridays and Walkathon

The focus of funding for 2016 was to support the school's future learning innovations. The P&C committee continued its 80% 20% policy, deciding that 20% of all funds raised each term would go straight back into every day wishes of the teachers, this equated to \$1000.00 per term. These funds have provided a variety of items such as; classroom resources and the outdoor learning space.

Belinda Shepherd

President, Ramsgate Public School P&C

School background

School vision statement

A vibrant Community working together to ensure that students exiting Ramsgate Public School will take with them a set of skills, values and knowledge that will see them become informed and productive members of society.

School context

Ramsgate Public School with a population of 570 students prides itself on being the centre of the community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school is supported by a strong parent community. Students come from diverse socio economic and cultural backgrounds. Policies and programs are supported by sound values which ensure the education of "the whole child". A team of highly professional and dedicated staff is committed to achieving consistent academic growth. Professional learning is strategically designed to ensure ongoing improvement in pedagogy. Students' academic, performance, social, cultural and sporting achievements are showcased at every possible opportunity. The school has a wide range of extra-curricular activities with a strong focus on the arts and sport. Student wellbeing is underpinned by Positive Behaviour for Learning. There is a focus on innovative pedagogy to support 21st century learners including the introduction of Bring Your Own Device and professional learning based around Great Teaching, Inspired Learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

Ramsgate PS has demonstrated a delivering Learning Culture where staff understand the close link between wellbeing, engagement and learning and where school priorities are serving to strengthen both.

Our school community has implemented a whole school approach to wellbeing and a positive learning environment. The ongoing delivery and monitoring of PBL has delivered explicit expectations of positive behaviour instruction and has also engaged home school partnerships.

Student learning includes explicit success criteria and visible learning pedagogy that allows students to make informed judgements on the quality of the work they produce and to provide and receive strengthening timely feedback.

Teachers at Ramsgate PS have participated in peer observation feedback and with teachers also involved in Quality Teaching Rounds to further analyse and improve practice.

Teachers in Years K–3 effectively use PLAN data to inform practice and to set student learning goals.

Collaborative practice processes have been applied to support consistent teacher judgement and to support implementation of new curriculum requirements. Teachers work together to improve practice and to model and support effective teaching. Examples include stage planning, mentoring, peer observation and accreditation processes.

The Leadership domain has been strengthened with the introduction of a Leadership development shadow program. This program has served to build the capacity of aspiring school leaders to be mentored and gain insight into processes and expectations for Executive staff in a large primary school. The development and implementation of School Planning has involved consultation and distribution of tasks in a far more inclusive manner than ever before.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 Active and informed learners

Purpose

To provide students with skills to be successful learners, confident and creative individuals as well as active and informed citizens.

Overall summary of progress

Focus on Reading

Ramsgate Public School recognises that reading gives students access to language and ideas that enable them to be successful at school and beyond. Focus on Reading (FoR) equips students with the metacognitive strategies to meet the changing demands of text as they move through primary school. The use of PLAN data and the literacy continuum ensures personalisation and precision when planning for student learning enabling students to become self-regulated learners.

TEN

Throughout 2016 all stage 1 teachers completed TEN (Targeted Early Numeracy) training. TEN is an early numeracy initiative focused on supporting all students in order for them to develop their numeracy skills within the context of a whole class mathematics program. The aim of the TEN initiative is to ensure that all students are on track with numeracy by the end of stage 1. It is designed to incorporate short, focused, frequent activities that complement the weekly mathematics program. TEN includes explicit and systematic teaching, small group instruction and strategically targeted activities, differentiated to focus on the arithmetic needs of individual students. PLAN data is used to record achievements every 5 weeks in order to monitor the progression of all students. Teachers were trained in the use of the Numeracy Continuum when planning differentiated lesson activities, the effectiveness of short, sharp and frequent activities, the monitoring and tracking of students' achievements through PLAN and were involved in teacher observation sessions to provide support and ensure effective implementation. Teachers were also given the opportunity to observe TEN being implemented across different stages. All Stage 1 classes are now implementing the TEN program. The implementation of the TEN program saw an increased understanding of mental strategies used for addition and subtraction and students working mathematically to solve problems with less teacher support.

L3 Stage 1

Language, Learning and Literacy Stage 1 (L31) is a research-based initiative, targeting text reading and writing. It complements the daily Literacy program and is aimed at students with diverse literacy backgrounds. L31 has provided early and meticulous instructional opportunities which have had positive influences on literacy growth for students. During 2016 there were eight Stage 1 staff members that successfully completed their second year of L31 training.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Product: Active learning in all classrooms is demonstrated at a high level as measured by Ramsgate Public School rubric	FoR All teachers at Ramsgate have continued to undergo professional learning that is evidence based and centred on the belief that all students have the ability to use the meta-cognitive strategies to comprehend a wide variety of multi-modal texts. Observation of student learning indicates that students are applying Focus on Reading strategies.	\$5.000
Product: 100% of teaching programs reflecting differentiated strategies in all curriculum areas	TEN The effective implementation of TEN has resulted in the following achievements for 2016: <ul style="list-style-type: none"> • 93% of Year 2 students working at or above the expected Year 2 outcomes. • 96% of Year 1 students working at or above the expected Year 1 outcomes. • Early Stage 1 teachers continued to implement the TEN program, having been trained in 2015. • They continue to see positive results with 96% of students working at or above the expected ES1 outcomes. L3 Stage 1 Over 50% of Year 1 students are reading above benchmark level at the end of Term 4 and 71% of Year 2 students are reading at or above the expected Year 2 benchmark.	\$13.000

Next Steps

- Delivering Focus on Reading Modules 3 and 4 and starting the Vocabulary component
- Rigorous data collection of student learning
- New teachers will receive training in school priority programs

Strategic Direction 2

STRATEGIC DIRECTION 2 Expert teaching and leadership

Purpose

To develop a team of highly able teachers, including teachers who take an active leadership role beyond the classroom built on a culture of continuous professional improvement. To maximise student engagement and learning.

Overall summary of progress

QTR

Ramsgate Public School has a strong focus around developing expert teaching and leadership within the school, seeking to create a culture of continuous professional improvement amongst a highly able team of teachers. The introduction of Quality Teaching Rounds in 2016 as part of teacher's professional learning built the capacity among staff to engage in evidence-based research to inform best practice and evaluate their own pedagogy against the Quality Teaching elements, identifying areas for development. Three trained staff members facilitated the training of all staff in QTR processes and the 18 elements of Quality Teaching and established professional learning communities in which Quality Teaching Rounds were completed. After the successes and new found interest amongst staff across the school, a second round was completed with new facilitators.

Shadow Executive Program

A leadership shadowing program was implemented to provide aspiring executive with a range of professional opportunities designed to support their professional growth, develop their leadership capacity and encourage further formation in leadership in our school. All permanent and temporary non-executive teaching staff in stages 2 & 3 were invited to submit an Expression of Interest should they wish to be considered for a Shadow Executive role under the guidance of the substantive Assistant principal. Two "Shadow Executives" were selected and aligned with a Stage Supervisor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
>50% of teachers are observed to be at 'Highly Accomplished – Level 4' against the AITSL Classroom Practice Continuum.	Teacher feedback surveys revealed that: <ul style="list-style-type: none">• 10 of the 13 participants saw QTR as the most valuable professional learning source• 92% wished to participate in QTR again to improve their practice• 100% of teachers recognised that this source of professional development had an impact on their teaching, encouraging them to reflect on how they could maximise student engagement and learning	\$8.000
Top band NAPLAN results for reading and numeracy in years 3 & 5 in line with state and average increase of 10% from a 3 year baseline average.		**

Next Steps

- The Quality Teaching Rounds will continue in 2017
- Shadow Executive Program will be evaluated
- A greater use of PDPs to inform professional learning

Strategic Direction 3

STRATEGIC DIRECTION 3 Strong community partnerships

Purpose

To build positive relationships as an educational community through collaboration, consultation and engagement to ensure optimal student learning.

Overall summary of progress

Bayside Initiatives:

Ramsgate Public School continued to work on developing strong community partnerships for staff and students. In 2016, students were given opportunities to work beyond the classroom in the Bayside Debating Initiative, collaborating with students from three local primary schools and a local high school during debating workshops and the four round competition. A culmination afternoon tea at the end of the program saw students, teachers and parents come together to celebrate and reflect on the program with positive feedback from all fronts and the indication to continue participation in the Initiative going into the following year.

This year has seen the Bayside LC work together to provide professional learning opportunities not otherwise possible without pooling expertise and resources. 2016 has seen member schools work together and in partnership with internationally acknowledged educationalist presenters to develop professional learning for teachers on Future Focused Learning and to challenge staff to consider education and gender and the differences now becoming evident through neuroscience in terms of boys education and girls education.

The Bayside Learning Community has also seen an increased science emphasis with STEMS Roadshows developed by the Science department of JCBHS. This has included presenting hands on science workshops for Stage 3 students. These highly engaging science workshops have served to strengthen the reputation of the high quality science programs at JCBHS and also to develop transition for our Year 6 students into a high school context.

Kindergarten Transition

Transition to kindergarten begins early in term two with a "Sticky Beak Tour". This is an opportunity for parents and their children to have a good look around, talk to the principal and teachers and learn about life at a public school. These tours are repeated two or three times over the year to ensure that all parents have an opportunity to attend. Parents and their children participate in 1:1 interviews with the principal or deputy principal in term 3. This gives parents an opportunity to ask more detailed questions and to share information that will support their child in starting school. A week of kindergarten transition in term four sees all children participate in daily kindergarten classes for a half day over a week. When the children are in class, the parents participate in information sessions in preparing their child for school and

supporting them when they are at school. The program is very well supported and highly valued.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased understanding by parents around student learning—why we do what we do.	<p>100% of parents reported that their children enjoyed transition and they were excited for the next year</p> <p>New parents thought it was extremely valuable for first time parents to school life</p> <p>Quotes—“My child came home happy every day and his buddy looked after him well”“Had a few concerns prior to the Transition Program. But after the information sessions, I feel very confident and reassured my child will be fine and will thrive starting Kindergarten next year.”“It made me feel confident that we have made a great choice in school for our son.”</p>	\$2.000
Increase in Bayside Community of Schools' collaborative activities for students and teachers.	<p>The impact of working with the Bayside CoS has led to an increase staff willingness to embrace flexible learning methodologies and in exploring more autonomous learning pedagogy.</p> <p>Growth in student confidence, public speaking, writing and debating skills are visibly evident.</p>	\$5.000

Next Steps

- Strengthen partnerships
- Increase leadership opportunities within the Bayside CoS
- Supporting other schools in developing their own CoS
- Offer more opportunities to inform parents of school initiatives and programs to build home–school partnerships

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>PLPs developed in consultation with parents</p> <p>Increased support from Elders beyond the school</p> <p>TPL – Strategies to support Aboriginal students</p>	<p>\$4,736</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$0.00)
English language proficiency	<p>Improved the quality of teaching for EALD students by providing specialist teachers within the classroom to support and upskill classroom teachers</p> <p>ESL Teachers supporting CRT – Focus area of science ESL Teachers supporting CRT – L3 – literacy focus on writing</p>	<p>\$219,216</p> <ul style="list-style-type: none"> • English language proficiency (\$219 216.00)
Low level adjustment for disability	<p>The Learning Support Team has worked with staff, students and families to develop individual learning adjustments and transition plans to support students with additional needs. These have included adjustments to Learning Environment, Instructional Methods, Content, Social Skills, Emotional Regulation/Engagement/Wellbeing, Communication and Sensory adjustments. Staff have demonstrated a deeper understanding of adjustments necessary to ensure these students are accessing curriculum and supports necessary to increase engagement and wellbeing. Parents and families of students with additional needs have indicated that their children have transitioned smoothly into the new year thanks to the transition planning during Term 4.</p>	<p>\$165,674</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$165 674.00)
Socio–economic background	<p>More students have had access to a wider range of programs including extra curricular activities.</p>	<p>\$22,970</p> <ul style="list-style-type: none"> • Socio–economic background (\$22 970.00)
Support for beginning teachers	<p>Beginning teacher has developed a sound knowledge of curriculum and demonstrated a wide variety of teaching skills to support students. She is in the process of completing her teacher accreditation.</p>	<p>\$4081</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	262	292	274	289
Girls	246	274	261	254

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	94.9	92.8	94.8
1	94.4	94.9	93.9	93.8
2	95.2	94.4	95.5	93.8
3	93.2	95.4	94.4	94.5
4	94.9	94.7	94.1	93.9
5	94.1	95.5	94.5	94.4
6	95	94.2	94.4	93.3
All Years	94.5	94.9	94.2	94.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Overall student attendance dropped slightly in 2016. This is largely due to families travelling and holidaying during school terms. Student attendance is slightly better than the state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

One Aboriginal SLSO was employed on a part time basis in 2016 to work with Aboriginal students and programs.

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	40

Professional learning and teacher accreditation

All teachers participated in ongoing professional learning throughout the year. Professional learning was tied to The School Plan and improving student outcomes. The major focuses were:

1. Language, Literacy and Learning
2. Targeted Early Numeracy
3. Educational Leadership
4. Quality Teaching Round
5. Focus on Reading

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 10/10/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	349 368.00
Global funds	344 014.00
Tied funds	282 672.00
School & community sources	270 649.00
Interest	7 333.00
Trust receipts	14 719.00
Canteen	0.00
Total income	1 268 755.00
Expenditure	
Teaching & learning	
Key learning areas	10 299.00
Excursions	53 990.00
Extracurricular dissections	94 675.00
Library	4 031.00
Training & development	8 166.00
Tied funds	295 265.00
Short term relief	64 936.00
Administration & office	98 425.00
School-operated canteen	0.00
Utilities	47 741.00
Maintenance	22 189.00
Trust accounts	17 496.00
Capital programs	53 045.00
Total expenditure	770 258.00
Balance carried forward	498 497.00

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.

A review of the 2016 NAPLAN results showed that of the 71 year 3 students who sat the assessment, 55% scored in the top two bands for literacy and 48% in the next 2 bands. 4% of students scored below minimum standards.

Of the 73 year 5 students that sat the assessment 38% were in the top two bands for literacy and 42% were in the next two bands. 5% scored below national minimum standard.

Growth data from students tracked from year 5 to year 7 showed 77% at or above expected growth in numeracy, this was 67 points compared with 58 points across the state. Growth in literacy for the same group was above state average by 2 points with 55% of students making at or above expected growth.

NAPLAN results are one measure used by the school when planning for future learning in literacy and numeracy.

A review of the 2016 NAPLAN results showed that of the 71 year 3 students who sat the assessment in numeracy, 28% were in the top two bands and 51% in the next two bands. 5% scored below minimum standard in numeracy.

Of the 73 year 5 students that sat the assessment in numeracy, 30% were in the top two bands and 57% in the next two bands. 4% were below national standard.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

During 2016 Ramsgate students and families were invited to participate in the Tell Them From Me survey program. Students in Years 4, 5 and 6 completed two rounds of surveys. Students with a positive sense of belonging at RPS. 85% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%. 84% of the girls and 87% of the boys in this school had a high sense of belonging.

The NSW Govt norm for girls is 81% and for boys is 81%. Students that value schooling outcomes at RPS. Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 97% of students in this school valued School Outcomes.

The NSW Govt norm for these years is 96%. Effort at RPS. Students try hard to succeed in their learning. 92% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%. 93% of the girls and 90% of the boys in this school tried hard to succeed.

The NSW Govt norm for girls is 90% and for boys is 85%. Positive teacher–student relations at RPS. Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 8.6 out of 10.

The NSW Govt norm for these years is 8.4. Expectations for success at RPS. The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.9 out of 10. The NSW Govt norm for these years is 8.7.

In this school, Teachers' Expectations for Academic Success were rated 9 out of 10 by girls and 8.8 out of 10 by boys. The NSW Govt norm for girls is 8.8 and for boys is 8.6. Parent and Community engagement and strengthening partnerships was measured through data on which were the most valued activities or programs families had connected with through the school. 81% of respondents were able to offer positive response towards the many programs, activities and connections offered. Parents responded that reports on student progress are written in terms they understood. Informing about their child's social and emotional development was a possible area for improvement. Parents also responded that teachers show an interest in their child's learning and that their children are encouraged to do their best work.

Policy requirements

Aboriginal education

Ramsgate Public School worked on developing strong partnerships between schools, families and communities to increase the engagement of Aboriginal students. A staff member was appointed as an Aboriginal Education Liaison Officer to oversee Aboriginal education policies, programs and initiatives in 2016–17. An initiative was introduced with a focus on collaboratively creating Personalised Learning

Pathways (PLPs) and was guided by Jane Stanley and Aunty Fay Carroll in Term 1 and saw teachers and parents attending an afternoon tea, where they discussed goals and developed the PLPs. Cultural Yarn was the second initiated program and involved the 10 Aboriginal and Torres Strait Islander students meeting once a week in Term 4 with a parent volunteer and teacher to discuss identity and to create a sense of family within the school. All Staff attended professional learning on embedding Aboriginal and Torres Strait Islander content across all KLAs and Aboriginal perspectives have been incorporated into Units of Work across the school. A Stage 2 student also received the Deadly Kids Award.

Multicultural and anti-racism education

Ramsgate Public School meets the needs of students who require support in the acquisition of English as an additional language or dialect. The specialist teachers (EAL/D) collaboratively program with class teachers to ensure that students' have access to all curriculum areas and develop language required to achieve success. Continued incorporation of the cross curriculum priority of Asia and Australia's engagement in Asia has develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture throughout all learning areas. Through their study, students develop an appreciation of the role Australia has played in Asia and the ongoing relationship Australia has developed with the countries that make up the Asian region. All students with English as an Additional Language or Dialect receive support to develop and enhance language skills. In 2015, specialist EALD teachers supported student learning through the development of language skills in writing linked and vocabulary. Students eligible for the New Arrival Program were given priority. Progression of language skills were tracked in DEC systems.

Other school programs

L3 Kindergarten

L3 (Language, Learning and Literacy) has been a continued priority in ES1. Its implementation has increased the literacy levels of Kindergarten. With L3 we used the literacy continuum Cluster 4 as a benchmark (students exiting at a reading level 5–8). Three staff members completed training in 2015. 2016 saw the consolidation of skills and strategies learnt. Observation of staff throughout 2016 allowed teachers to continue best practice in the classroom. Support staff were used to supplement program facilitation.

Accreditation

A Mentoring Program was initiated and included 3 phases to meet the needs of the staff at Ramsgate Public School. The groups included; Working Towards Proficient (4 staff members), Maintaining Proficient (6 staff members) and Working Towards Highly Accomplished/ Lead (3 staff members). By the end of 2016, 3 staff members successfully submitted a draft of their Proficient Report and 2 staff members successfully completed their maintenance period and submitted their report. The 3 teachers working towards highly Accomplished/ Lead attended a network group with the Bayside Learning Community of schools to support their applications. Other staff have also been looking at the BOSTES Australian Professional Standards during stage meetings and during peer observations.

Student Leadership

Ramsgate Public School has a focus in developing leadership among both staff and students to maximise engagement and learning. In 2016, the school's student leadership team was comprised of 52 students from across the school. This was made up of two Student Council Representatives from each class in Years 1 – 6 as well as four House Captains, six Prefects, two Vice Captains and two School Captains. To build student capacity in a leadership role, these students participated in a full day developmental leadership workshop at the beginning of the year to upskill them and help them understand the importance of leadership and the value of a strong student voice. They were continually supported in their role by the three coordinating teachers throughout the year. Students completed evaluation surveys at the end of the workshop day to inform future steps. Coupled with teacher feedback during discussions around student leadership in Stage meetings as well as feedback from the 2015 student leadership team, new roles for the 2016 Year 6 leadership team were established to give them more prominence and responsibilities within the school. Feedback from the student leadership team was that they felt they had a greater presence and role within the school.

BYOD

This year we successfully integrated Year 4 into the BYOD program to complement the already effective Stage 3 BYOD program. The BYOD initiative provided our students with greater equity of the curriculum through the access of technology, further supported student centered learning and 21st century learning skills. Stage meetings and Teacher Professional Learning were constantly maintained to enhance teacher confidence to deliver the BYOD program. Teachers developed lessons and programs that integrated technology into the curriculum. The school also monitored the BYOD programs of many of our local high schools and tried to mirror where possible so students can have a smoother transition when using technology in the future.

STEM C_4

Inquiry based learning (IBL) projects were implemented throughout the school and targeted in stage 2 and 3 classrooms. A number of teachers were trained in IBL and passed on this training to other teachers through Stage meetings and Teacher Professional Learning. The use of IBL projects in the classroom allowed teachers to further use strategies to increase the incorporation of Communication, Creativity, Collaboration and Critical Thinking (4Cs) into their teaching and learning. The Year 6 student's participated in a STEM program run by James Cook Boys High teachers and students. Our students were encouraged to Plan, Investigate and Evaluate a design. The program effectively allowed students to gain an insight into approaches to learning they will use in high school.

Reading recovery

Reading Recovery is an early literacy intervention program for Year 1 students who are having difficulties with literacy learning. This program allows the RR teacher to work with the student on an individual basis. The aims of RR lessons are;

- To start at whatever the individual student can do;
- To design an individual series of lessons for each student;
- To build up individual areas of strengths and competencies;
- To have the student reading and writing at the same level as his/her average peers at the end of 16 to 20 weeks on the program.

This year, 10 students successfully completed the program exiting the program on reading levels between 17 and 20. These students showed significant gains in all areas of literacy including concepts about print, writing vocabulary and hearing and recording sounds.