

Randwick Public School Annual Report



2016



4250

Introduction

The Annual Report for 2016 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

Have you ever admired one of those tapestries you see hanging on the walls of buildings like castles or museums, or even modern ones like those in the National Library?

Tapestries can be simply thought of as relics from the past, depicting greater and lesser historical events, but if you've ever examined a tapestry or tried to make one you would realize how many individual pieces of thread and time it takes: in fact generations. Every thread or stitch can make or break it.

Randwick Public School is a beautiful, rich tapestry. It's taken a long time to make, and the contribution of every child and adult counts in making it richer. For our school in 2016 two themes have stood out: having a strong moral purpose and recognizing and showing gratitude. These have been the weft of our tapestry through which we have woven our interactions and learning.

Teaching at its core is a moral profession. "*Scratch a good teacher and you will find a moral purpose*" stated a well known educator, Michael Fullan. But as well, teachers are change agents. These may seem strange soul mates but the alignment is close as moral purpose generally entails making a change for the better. Randwick teachers want to make a difference to the children in their care. To do this they have pursued their own learning in technology, the teaching of science, maths, writing and reading, and in so doing, have developed our students' strong academic skills. To make our children future ready however requires more.

At the heart of moral purpose lies relationships and these impact on well being. Learning becomes not so much what I say, or what I do but, what we do together. It is evident in events and programs like Harmony Day multicultural celebrations, Celebrations of Indigenous culture, Kitchen Garden and Sustainability, dance, music and performances, camping experiences and working bees where parents, staff and students join together to achieve far beyond their individual talents. To future proof our students, our interventions cultivate well being, optimism, mindfulness and resilience, emotional regulation, reflection and gratitude. Participation in music, art, drama and sport has given children the chance to shine. Mindfulness and Mind up programs, Kool Kids and Kids Xpress, our youth worker and the Learning Support Programs contribute to resilience, reflection and emotional regulation.

So how does gratitude fit in? So often in our busy lives we can focus on the negative. So often simply stopping to recognise the good in people, the parents who contribute more than can be expected, the teacher who makes that extra effort, the effectiveness of a system or program, living in a free country, being able to express an opinion in a respectful manner, make mistakes and learn from them, are highly underrated.

Randwick is a big, public K-6 school serving a diverse population and many students with additional needs. The changes we have been making have not been quick and easy, but rather are the result of students, staff and parents continuing over time to weave a welcoming and productive learning environment. As we work through the major physical changes of the New Year, it will be important to remember gratitude; accept that changes taking place will not be without their issues; and ensure that what we have built endures.

Let's make certain that each of us is a positive stitch in our 2017 Randwick tapestry.

Susan Allen Principal

Message from the school community

2016 has been a challenging, but very successful year for the Randwick P&C Association. Some of the key achievements during the year have included:

Continuing to see very high standards in teaching at Randwick Public. We punch well above our weight in NAPLAN and ICAS exams, and this also comes through with the number of students who gain entry to selective programs and elite level scholarships. It might not be as visible but this level of care translates throughout the general student population. This does not happen by accident; it comes from a consistently high performing and conscientious teaching staff. So a very big thank to Susan and her team.

The designs for the new building are complete. A program of this size does not come without its challenges. We are very grateful to Vickey Moyes (our P&C representative) and Susan for their continuing efforts.

All of our fundraising efforts do make a huge difference to the school. The wellbeing programs, very popular kitchen garden program, athletics and special maths and literacy programs that the P&C have funded this year have certainly helped kids at all levels. Each of the budgeted programs has been undertaken as planned, and been on budget. For this we need to especially thank Sue Hammermaster, Leanne Bergan and Lindy Walsh for their efforts in leading the fundraising charge.

A school community is only as strong as those willing to chip in their time to the benefit of the rest of us. We are privileged to have an exceptionally generous bunch of volunteers, so special thanks to the following people:

To Leanne Bergan, thanks again for being a tireless secretary; to Mindy Alker, thanks for turning our uniform shop into a well-oiled machine; to Damian Lucas for his consistent efforts as Working Bee coordinator in keeping our school and gardens in a tip-top condition; to each of our sub-committee members, thank you for your energy and commitment; and to each of the uniform shop committee and the canteen coordinator, Noelle Seaton and Manager, Bii.

Special mention needs to go to the Band Committee, and especially Tasio Sclaventis, for their efforts with the band. The band has continued to grow in size and prowess, which makes it all the more demanding. Even a major flood could not stop this year's band camp.

The P&C has decided that our budget allocation for 2017, will be made in two parts. Our traditional recurrent funding is proposed at \$114,000. This includes a continuation of our maths and literacy programs \$50,000. We have also increased our contribution to the school band, in recognition of its growth to \$16,000. Most importantly this year in recognition of the increased emphasis and education profile of STEM related subjects (that's Science, Technology, Engineering and Maths) we are proposing to make an additional one off investment of \$30,000.

The biggest contributors in terms of revenue were: the uniform shop at \$33,000; Canteen at \$35,000 and the fundraising campaigns produced approximately \$95,000.

This report represents my last duty as president of the P&C. It has truly been a privilege to be part of such a generous and caring team of people. I assume they are motivated in the same way I am, to give back to a great school environment that brings the best out in our kids. We have had some great successes, and I would like to extend a very heartfelt thanks to the P&C executive for their support.

Terry Daly

2016 P&C President

School background

School vision statement

Randwick Public School provides a broad, high quality education for a diverse community of students and families, where excellence is sought and achieved through clear purpose, strategic goals, explicit teaching and consistent endeavour by all.

Randwick School aims to educate children to their optimum potential, equip them with life skills and enable them to develop a positive role within the community. The school has a continuing tradition of academic excellence in all areas. Our multicultural profile enables us to enjoy the celebration of diverse cultures. An appreciation of the value of the individual is a feature of the school's philosophy.

A strong Student Welfare Policy ensures that students are safe and happy at school.

School context

Randwick Public School is located in the Eastern Suburbs, adjacent to Randwick Junction, Coogee Beach, Randwick Racecourse, the University of New South Wales and The Prince of Wales Hospital.

Randwick Public School (enrolment 844 students, including 43% from a non-English speaking background), provides a nurturing and welcoming environment for students from diverse cultural and socio-economic backgrounds.

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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 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.

Learning

Elements include the Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. Self-assessment indicates that the school is sustaining and growing across all dimensions and in each there are some aspects in which the school is excelling particularly in addressing the needs of students and their high achievement. Evidence for student performance includes externally validated Student Attainment measures: Students out perform or equal similar schools and are substantially above all schools on all aspects of NAPLAN, Literacy and Numeracy, and the VALID Science test. Internal performance measures indicate consistently high performance across the KLA's. There is school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement demonstrating positive and respectful relationships and a focus on the students' development as effective learners.

The school supports student wellbeing through a planned approach to learning support, emotional support and self regulation underpinned by internal and external programs. This includes the addition of a Youth Worker through the School Chaplaincy program and a K-6 Mind Up/Life Skills program in 2016. The school is also accredited as a Kidsmatter school with all staff completing professional development and students and parents contributing to an

inclusive framework that improves individual and collective wellbeing. Significant extracurricular learning, sporting, technology, environmental and cultural programs provide an opportunity for children to be involved and for parents to be actively engaged in their children's learning.

The school has worked on developing consistent school-wide practices for assessment and reporting and improved collection and analysis of data to inform learning programs and student progress. In particular this had led to the use of Learning Intentions and Success Criteria in the classroom to engage students and help them understand the path to learning progress.

Teaching

The school is sustaining and growing in the quality of teaching practice through consistent use of data to inform programs and teaching, strong collaborative practices in planning and assessing and regular targeted, planned professional development. Teachers regularly use performance data and other student feedback to evaluate the effectiveness of their own teaching practices, within structured collaborative planning sessions. Observation of excellent practice with their colleagues together with observation by colleagues prompts focused reflection, improving practice and helps to identify skill gaps for improvement. The school leadership team demonstrates instructional leadership through regular collaborative work with their stage teams, promoting evidence based good practice. Beginning teachers are well supported through collegial meetings, observation and a formal mentor program. A focus on the analysis of data collected and its implications for teaching practice have been a successful in 2016.

Leading

There is a strong leadership team who work closely together and as leaders in their stage groups. Leaders are well respected by their teams for the clear direction and the supportive way in which they lead staff to reflect on best practice and to centre improvement processes around student results. The school is recognised as excellent and responsive by its community, actively engaging with parents and the broader community to access resources to enhance both the educational environment and the learning opportunities for students. There is a broad understanding of and support for the school's expectations and aspirations for continuing excellent student achievement.

Community support and engagement results in a high standard of resourcing for student programs through regular P&C fundraising, effective use of resources and accessing those available in the community, both financial and human. Practices and processes are responsive to community feedback and this is sought regularly to more closely meet the needs and aspirations of the local community.

A number of staff members have stepped up into leadership positions in 2016 ensuring succession planning and leadership development help to drive ongoing school improvement and build leadership capacity.

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

ACHIEVING

Purpose

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

Overall summary of progress

Teachers participated in the introduction to Learning Intentions and Success Criteria (LI/SC) through staff development and collaborative programming. Throughout the year, teachers identified opportunities to make more effective use of LI/SC within the classroom and other programs to differentiate teaching and learning. Teachers' understanding of the collection and analysis of data continues to be a high priority of the school. Reading and writing data was collected consistently using Markbook and PLAN as well as from external assessments such as NAPLAN, and analysed regularly in scheduled Stage meetings. This has ensured that individual student growth was consistent between external testing periods.

A scope and sequence of quality literature texts based on social purpose with a focus on informing and persuading was created so that texts were not overused across the school. After a review and update of the spelling and grammar scope and sequences, all staff incorporated these within their English and writing programs. The new grammar scope and sequence has ensured explicit teaching of grammar skills with a development in difficulty from K–6. Professional development sessions in Semester 2 focused on creating a whole school marking rubric that could be used to compare and track trends and progress of students throughout their time in Primary school. A significant part of these meetings involved teachers sharing writing samples to explore A–E grading across stages. ACARA identified writing samples were also used to ensure marking was consistent with NSW Syllabus for the Australian Curriculum outcomes.

Areas within the PRIME Maths program for K–3 were identified as needing adjustments to cover the full NSW Mathematics syllabus. Teachers created supplementary resources to ensure all content was addressed appropriately. It was identified that Year 4 required further development in fundamental number skills before continuing with PRIME. Towards the end 2016, all Maths programs across the school were evaluated to identify the most suitable for the future. Whole school professional learning sessions were provided to the staff with a focus on a consistent approach to problem solving ensuring a uniform metalanguage would be used across the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Maths– 90%of Y3 students in the top 3 Bands in NAPLAN, 2% or less will be below Minimum standards	<ul style="list-style-type: none"> • Prime Maths continued for K–3. • Manipulatives purchased to support the teaching of the infants Maths program. • TPL to ensure a consistent approach to problem–solving in Mathematics across the school. • Continuation of K–2 tracked on numeracy continuums using PLAN. • Continuation of Support A Maths Person program. • Trial of Year 1 Maths Pathways class to cater for high achieving students. • SENA groups were introduced for Years 1 and 2 to better target development of numeracy skills. • Analysis of 2016 NAPLAN results show: 97.8% of Year 3 students in the top three bands in Numeracy; 0% of Year 3 students below minimum standards in Numeracy. 	\$37,000 Mathematics
Maths– 85%of Y5 students in the top 3 Bands in NAPLAN , 2% or less will be below Minimum standards	<ul style="list-style-type: none"> • Year 4 Maths groups and Senior School Maths groups continued. • Greater number of children in Years 4–6 participating in APSMO Maths Olympiad and Maths Games competitions. • TPL to ensure a consistent approach to problem– 	\$37,000 Mathematics \$820 Maths Olympiad

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Maths– 85%of Y5 students in the top 3 Bands in NAPLAN , 2% or less will be below Minimum standards</p>	<p>solving in mathematics across the school.</p> <ul style="list-style-type: none"> • Reallocation and updating of resources in Years 3–6 to support hands–on maths activities. • SENA 3 and 4 diagnostic assessments were trialled in Years 4, 5 and 6. • New programming resources were identified and tested to cover NSW curriculum. • Targeted programming based on students' needs and past achievement in previous NAPLAN. • Analysis of 2016 NAPLAN results showed :84% of Year 5 students in the top three bands in Numeracy; 1% of Year 5 students below minimum standards in Numeracy. 	
<p>Writing– 90%of Y3 students in the top 3 Bands in NAPLAN with a focus on moving 20% of students from Band 5 to Band 6</p>	<ul style="list-style-type: none"> • Professional learning on moderating writing to ensure consistent assessment and marking. • Staff analysed writing samples against the NAPLAN rubric. • Analysis of 2016 NAPLAN results show: 97.1% of Year 3 students in the top three bands in Writing; 48.6% of Year 3 students at Band 5 and 35.5% at Band 6 in Writing. 	\$22,300 English
<p>Writing– 85%of Y5 students in the top 3 Bands in NAPLAN with a focus on moving 20% of students from Band 6 to Band 7 ,</p>	<ul style="list-style-type: none"> • Professional learning sessions on moderating writing to ensure consistent assessment and marking. • Staff analysed writing samples against the NAPLAN rubric. • English committee initiated the development of writing programs to ensure consistency in teaching, learning and assessment for feedback and reporting. • NAPLAN comparison data allowed for identification of areas of need, then adapt learning. • High needs students were identified and placed in intervention groups to allow for adaptation and meeting of learning outcomes through LaST. • Analysis of 2016 NAPLAN results show: 73.6% of Year 5 students in the top three bands in Writing; 36.8% of Year 3 students at Band 6 and 26.4% at Band 7 in Writing. 	
<p>Growth of students in Bands 7 and 8 in Spelling, Punctuation and Grammar equal to or above school average.</p>	<ul style="list-style-type: none"> • Grammar and spelling scope and sequences used in developing writing programs K–6. • Staff attended external TPL on grammar teaching and learning strategies shared with English committee and in Stage meetings. • Analysis of 2016 NAPLAN results show: 31.5% of Year 5 students in the top two bands in Spelling; 70.7% of Year 5 students in the top two bands in Punctuation and Grammar. 	
<p>Teaching practices reviewed in accord with student data and feedback to achieve growth</p>	<ul style="list-style-type: none"> • Series of 6 <i>Focus on Reading</i> professional development sessions was completed by staff. • Scope & sequences were created and used by all Stages in Science and Technology, History and Geography. • Introduction of Learning Intentions and Success Criteria through professional learning session. • Regular time scheduled for analysis of student assessment data, including NAPLAN, and internal assessments. • Continuation of SARP program. 	\$4,500 Focus on Reading resources

- Implement new Professional Learning Communities around improved student learning: Assessment, Data, Reading, Maths, Welfare, STEM, Flexible learning and Quality teaching
- Develop a cohesive school Mission, Vision and Values to guide quality teaching and learning practices to ensure high levels of learning for all students
- Embed consistent analysis of assessment data relating to areas identified for improvement (NAPLAN/ICAS) and adjust programs
- Complete mapping of all students K–6 on the Literacy and Numeracy continuum in PLAN
- Consistently use differentiated Learning Intentions and Success Criteria in English and Maths to ensure teaching is explicit and feedback is linked to learning goals
- Review Tell Them From Me Survey information on teacher interaction and how this impacts student learning
- Introduce Seven Steps to Writing Success resource to improve student writing including planning and idea development
- Implement whole school writing rubric for consistent assessment and tracking of improvement throughout K–6
- Ensure new grammar program K–6 is based on the explicit and consistent teaching of grammar according to scope and sequence. e.g.complex sentences and punctuation
- Maintain teacher proficiency gained from Focus on Reading course
- Focus on explicit teaching and programming of inference,author's purpose, main idea and summarising
- Identify areas of need in Mathematics: patterns (number), number lines,word problems addressed by Maths PLC and methodologies trialed and put into practice
- Introduce differentiated Oxford textbook program with pre and post assessment
- Create explicit scope and sequence K–6 utilising Oxford Maths textbook and resources
- Familiarise staff with regular pre/post assessments to identify areas of strength and weakness before teaching and then altering the class' Maths program as required
- Review assessments focusing on working mathematically and integrate into programs
- Implement SENA 3 and 4 to align with the Mathematics continuum
- Continue revision of Senior School Maths program. Year 4 Maths groups extended to 5 days a week.
- Evaluate homework tasks to ensure clear link to class learning in Maths e.g. Athletics

Strategic Direction 2

ENGAGING

Purpose

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

Overall summary of progress

The school has formal structures to ensure that current policies, programs and processes to identify, address and monitor student learning are in place across the grades and stages. This is managed through a distributive leadership model with executive staff leading teachers in collaborative practices. The small team structure promotes engagement and understanding by all staff while coordinated and regular reflection and analysis of student progress ensures consistent practice between teams.

Students strongly identify as successful learners. Work on Learning Intentions and Success Criteria has helped students identify clear pathways for success. In the school's open-ended survey questions students were able to clearly articulate how this focus was helping them to analyse and improve their performance. This was supported by their overall engagement in the school and its programs where 98% valued schooling outcomes, 95% indicated positive school behaviour, 98% were engaged in extracurricular activities and 90% indicated positive relationships at school.

Parents indicated they value and support the benefits of high teacher expectation for student success, positive classroom behaviour management and students feeling safe at school. Parents back this up in their active involvement in parent tutor programs, policy and program development and significant resource provision.

All teachers engage in a formal Performance Development Program including observation of their teacher practice. For less experienced staff members and new executive there is a formal mentoring program to develop teaching and leadership practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Well developed & current policies, programs and processes to identify, address and monitor student learning.	<ul style="list-style-type: none">• Individual learning plans were developed and implemented for students requiring support.• Term updates provided at the start of each term to notify parents of student learning.• Whole school coding initiative linked to Mathematics programming to develop critical and creative problem-solving skills.• New interactive screens to allow greater flexibility with use of multimodal texts, providing engagement for learners.• Trial of robotics resources (SPHERO) to engage students in meaningful learning opportunities.• Explicit and timely feedback to parents and students via interviews and reports.	\$60,000
Students strongly identify as successful learners.	<ul style="list-style-type: none">• Learning Intentions and Success Criteria—embedded in literacy and numeracy programs. Students became more familiar with metalanguage associated with their learning.• Executive staff observed teachers to assess the implementation of Learning Intentions and Success Criteria. Students were reported to be more engaged when they understood the purpose of their learning.• Whole school merit system and class awards resulted in students knowing when and how they had been successful.	\$10,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students strongly identify as successful learners.	<ul style="list-style-type: none"> • Some classes participated in the Koori Art Expressions to develop an understanding of Aboriginal culture and heritage. 	
School wide collective responsibility for student learning & success, with high levels of student, staff and community engagement	<ul style="list-style-type: none"> • Learning Intentions and Success Criteria implemented across the whole school using and reinforced language. • Increased parent involvement in Kitchen Garden. • Digital microscopes were purchased for 3–6 to greater engage with scientific concepts. • All year groups participated in a musical concert, celebrating the creative arts including singing, dancing and creating. • Student environmental leadership initiatives– Drip Busters and Power Rangers promoted sustainability and waste awareness– reducing unnecessary use of power and water. • Increased number of students identifying and setting goals in Key Learning Areas. Students then reflected on their progress at the end of each term or semester. 	<p>\$10,000</p> <p>School Development Day</p>
Committees active to support key groups. Beginning Teachers and Curriculum Leaders.	<ul style="list-style-type: none"> • More regular communication and meetings assisting Beginning teachers to become proficient teachers. • Beginning Teach Group introduced with formal mentors working closely with newly appointed teachers. Mentors supported the development of teaching practice and classroom management. • Introductory session on Professional Learning Communities (PLCs) as an innovative structure of collaborative, collective inquiry and action research to ensure high levels of learning for all students. 	<p>\$50,000</p>
Formal mentoring to support improved teaching and leadership practice.	<ul style="list-style-type: none"> • Identification of mentor program and peer to peer observation and feedback to support beginning teachers. • Mentor time allowed beginning teachers to plan and implement improved learning sequences. • Ideas developed for an induction booklet for new staff. • Targeted teachers attended ASPIRE courses to build upon leadership skills. • Staff handbook containing policies and procedural documents created so that teachers can find information about the school quickly. • A specialist mentor identified to support teachers and develop their skills in using devices such as the iPad in order to create more effective learning experience for students. 	<p>\$20,000</p>

Next Steps

- Record student progress for all students K–6 on PLAN Literacy and Numeracy, allowing teachers sequential analysis
- Identify professional development opportunities through a mentoring program for beginning teachers
- Formalise induction process for new staff, to orient and support them on school policies and procedures, resource selection, school facilities and expectations
- Maintain implementation of Learning Intentions and Success Criteria and expand across KLAs and develop differentiated success criteria for students
- Extend support for beginning and new teachers with a buddy system, collaborative teams and appointment of mentors. As well as target professional development for new teachers.

- Support parents with Information evenings on how to support learning and selective school processes both Secondary and OC.
- Implement Professional Learning Communities structure to conduct action research on quality teaching practices, flexible learning and STEM to engage students, staff and parents in high levels of learning
- Investigate how students can self-assess their own learning, progress and areas for development

Strategic Direction 3

BELONGING

Purpose

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

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

Overall summary of progress

Randwick Public School and the wider school community have a positive and strong sense of belonging. By having strong collegial culture of trust and respect everyone works together to promote student learning and wellbeing for all. In 2016 many wellbeing programs such as MindUp, KidsMatter and Life Skills were introduced or continued to foster respectful relationships across the community. Staff completed their professional development of the KidsMatter modules, enabling staff to teach and engage students in positive mindsets and relationships.

Theragames and Social Skills programs were developed with our SLSO staff, class teachers and Learning and Support Team to develop students' social and emotional development. Circle time is another initiative that has developed throughout 2016 focusing on teaching students how to deal with friendship issues. A follow up survey on Survey Monkey showed that 100% of teachers found the wellbeing programs, MindUp and Life Skills programs beneficial enough to continue into 2017.

Community partnerships have continued to develop and strengthen in 2016 with a variety of parent and community groups taking place on a regular basis. Social groups such as Working Bees and free English Conversation classes for parents have given parents a sense of inclusion and belonging in the school community. NAIDOC Week, Harmony Day, and Grandparents' Day are a few of many annual events we have involved the school community in to create cultural inclusiveness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive and respectful relationships fostering a sense of belonging measured by survey– Tell Them From Me	<ul style="list-style-type: none"> • English classes for parents and parent Mandarin group has given support to parents of students with additional needs or EAL/D. • Continuation of students wellbeing programs, Circle Time and Digital Time let children develop their skills on social and emotional development. The Life Skills program was introduced in 2016 for all students as well. • In 2016 Randwick continued being a Kidsmatter school. Upskilling of staff occurred in 'Teacher Professional Learning' sessions by completing the 4 teacher modules. • Students in Year 4–6 participated in the Tell Them From Me Survey. Results are as follows: 81% of students had a high sense of belonging; and 89% of students had positive relationships. • Harmony Day assembly and multicultural lunch gave all school community members a sense of belonging through shared cultures, diversity and multiculturalism. 	\$20,01.51 – covered by community consultation project
Reported levels of wellbeing amongst students, staff and community	<ul style="list-style-type: none"> • Students in Year 4–6 participated in the Tell Them From Me Survey. Results indicated: 95% of students had a high rate of participation in sports; 69% of students had a high rate of participation in extra curricular activities.; and 93% of students had positive behaviour. 	\$288 – Survey Monkey

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reported levels of wellbeing amongst students, staff and community	<ul style="list-style-type: none"> Staff surveyed through Survey Monkey indicated that: 97% strongly agree or agree that they are treated in a fair, reasonable and courteous manner; and 87% of staff strongly agree or agree that staff work harmoniously together to work towards a common goal. 	
Reported levels of bullying/teasing reduced	<ul style="list-style-type: none"> PAVe result indicate 88% of Year 5 and 6 students surveyed are not experiencing victimisation at school. This has improved from, 84% in 2015 and 81% in 2014. Continuation of the Year 4 Buddy Program to ensure the effective transition of Kindergarten students into the school. 	\$0 – PAVe Project
Early identification of emotional, social and cognitive needs	<ul style="list-style-type: none"> The School Chaplaincy program has seen the employment of a support person 2 days/week for students K–6 to talk individually or in small groups about emotional, social and cognitive needs and to use skills to positively develop these areas. Identified students participate in social and emotional developmental programs including Kidsxpress and Theragames. Development and implementation of Lifeskills and MindUp programs saw staff having professional learning on these programs which teachers then implemented into their classrooms. A parent workshop for dealing with 'Anxiety and Depression in Children and Adolescents' was conducted in Term 3, 2016. 25 parents attended this workshop. Some parents were recommended to attend by teachers and others attended out of their own interest. 	\$20,000 – Chaplaincy program \$1500 – Kidsxpress
Level of participation in support programs by students and families identified	<ul style="list-style-type: none"> Students identified for programs such as Theragames and Kidsxpress had the approval of parents via Learning and Support Team meetings where parents and teachers discussed beneficial programs. After teaching the MindUp program in class in 2016, 74% of staff observed students demonstrating behaviour and/or using language from the program. Learning Links Literacy program was accessed by 15 students from Year 2–4. This program also saw one SLSO staff member be upskilled and the resources were kept at the school to allow the program to continue independently. 	\$288 – Survey Monkey Free – Learning Links Resources (Council Funded)
Strengthened home, school and community partnerships through better communication	<ul style="list-style-type: none"> Working bees, class parent program, parent morning teas and parent volunteering for the 'Kitchen Garden' program has strengthened and created new parent friendships throughout the school. Parents were surveyed on communication partnerships with teachers and the school in general. Results indicated that: 98% of parents communicated with their child's teacher at least once a week; 71% of parents volunteered to assist school programs; and 88% of parents gave the school 7.5/10 or higher for feeling welcome at Randwick PS. Various school/parent communication methods were set up or continued in 2016. Results indicated; 	\$288 – Survey Monkey Tell Them From Me Survey

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Strengthened home, school and community partnerships through better communication	92% of parents found 'Skoolbag' useful; 94% of parents found information sent via email useful and reliable; 98% of parents found information sent via the class parent valuable and informative; and 99% of parents read the digital fortnightly newsletter.	

Next Steps

- Greater focus on staff wellbeing
- Consolidation of programs (KidsMatter, Mindfulness etc) and maintain professional learning for staff for student wellbeing.
- More streamlined process with LaST to identify students needing academic, social and/or emotional support within the school environment.
- Connecting with working parents through a variety of communication means and opportunities for them to participate: Apps/websites replacing paper communication.
- Communicate ways to involve other parents to assist the class parent and encourage participation eg. encourage Parent participation in homework
- More accountability engaging in the joint responsibility for student education
- Tell Them from Me– review of teacher interaction
- Acquire funding for bush tucker garden
- Develop usefulness/application for Chaplaincy program for students/parents
- Continue analysis of available data to direct and improve programs to promote well being
- Term allocation for MindUp, Peer Support and Digital Life rather than every 3 weeks

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<ul style="list-style-type: none"> • In 2016, two Aboriginal students in Year 3 and 5 sat the NAPLAN test. The Year 5 student received results in bands 5–7 with band 8 being the highest achievable band. The Year 3 student received results in bands 4–6 with band 6 being the highest achievable band. • ILPs and PLPs were created for Aboriginal students identified as needing support. • NAIDOC Day Assembly attended by 900 students, 60 staff and 100 parents and community members – including the local AECG member resulting in an increased cultural understanding and positive and respectful relationships to foster a a sense of belonging and inclusiveness. • A decorative mural was commissioned and completed by Cain Creations on the stairwell of the school. • Student artworks were entered into the Koori Art Expressions and exhibited at the Maritime Museum. The Randwick community supported students by attending the opening of the exhibition. • The Aboriginal committee met once per term to purchase resources for the school, explore units of work and evaluate the impact of the policy and perspective inclusions in teaching and learning. • An incursion with Walangari Karntawarra was organised to support and develop Reconciliation Week, NAIDOC Week and teaching programs. • Aboriginal Perspectives Policy Document was updated and implemented resulting in inclusion of Aboriginal Perspectives to all KLAs. 	<p>\$4,350.77 – General expenses and resources.</p>
<p>English language proficiency</p>	<ul style="list-style-type: none"> • Two part time English as Additional Language/Dialect (EaL/D) specialist teachers support EaLD students over 6 days. • There are four EaL/D phases, Beginning English (BLL,BSL), Emerging English, Developing English; and Consolidating English comprising of 20.8% of the school's 42.5% Language Background Other Than English (LBOTE) population (374). • Other LBOTE students that do not require intensive withdrawl lessons are also included into the EaL/D program by in–class support. These EaL/D lessons are provided through a team teaching environment where the EaL/D program follows the class literacy program with a focus on writing skills/techniques and the grammar conventions associated with the type of text being taught. • The focus for developing EaL/D students Literacy skills has been a consistent level of support in speaking and listening, reading and comprehension and writing. • EaL/D teachers regularly attend ESLIN network meetings each term. These meetings provide ongoing support regarding accuracy in assessment of language phases, teaching skills and reporting. 	<p>\$13,404</p>

<p>English language proficiency</p>	<ul style="list-style-type: none"> • EaL/D teachers consistently model specialist lessons to other staff through team teaching sessions, modelling quality activities, cooperative planning sessions and resources sharing. • 3 of our Year 4 LBOTE students have been successful and accessed the Opportunity Class for 2017 and 8 of our Year 6 LBOTE students have been successful and accessed Selective High Schools for 2017. • No Year 3 LBOTE students were placed in the bottom two bands for Reading, Writing or Maths. This has reduced from 2015. • The number of Year 3 students in the top two bands has increased from 86.7% in 2015 to 88.7% in 2016 in Spelling; 85% in 2015 to 88.7% in 2016 in Reading; and 70% in 2015 to 83% in 2016 in Numeracy. • The number of Year 5 students in the top two bands has increased from 53.4% in 2015 to 70% in 2016 in Grammar and Punctuation. • The number of Year 5 LBOTE students who made greater than or equal to expected growth increased from 61.9% in 2015 to 71.4% in 2016 in Reading; 53.5% in 2015 to 77.1% in 2016 in Numeracy; 57.1% in 2015 to 80% in 2016 in Grammar and Punctuation. 	<p>\$13,404</p>
<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • 4 School Liaison Support Officers (SLSOs) employed 75 hours per week to assist in supporting 150 ILPs that have been developed and implemented. • 90 students from K–6 are directly supported by the learning support teacher; • 40 ILP meetings took place, where parents were directly involved. Parent attendance rate was 97%. • Greater cohesion of support and success for the students for teachers to develop programs to target the needs. • 43 additional children supported by external agencies such as Speech and Occupational Therapy. • 10 teachers participated in the Occupational Therapy mini course to support targeted students. • 8 teachers participated in an online ASD course run by the Department of Education. • 100% of Year 5 students were above the National Minimum Benchmark in all NAPLAN tests, except spelling, which was 99%. • 4% of the students in Year 3 2014 who were in bands 3 and 4 in any of the NAPLAN tests, were identified and received ongoing LAST support. Of these, 28% made growth and 72% achieved expected growth in Year 5 NAPLAN tests. • 20 community members volunteered to implement SARP & SAMP. 45 students were targeted for these programs. The LaST has reviewed these programs for 2017. It has identified and targeted volunteer groups, developed promotional ideas and created ideas to support volunteers. 	
<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> • Establishment of QTSS practices to provide feedback to individual teachers and identify areas of development within years, 	<p>\$25,000 QTSS funding (56 days)</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>stages and the whole school.</p> <ul style="list-style-type: none"> • Whole stage and year group lesson observation by leaders to provide quality feedback on lessons focusing on the inclusion of Learning Intentions and Success Criteria. • Whole days for stages to meet and collaborate, planning quality units of work for Science, Maths, Music and PDHPE. Current scope and sequences were created to support teaching and learning practices within these KLAs. • Mind Up units were developed collaboratively by year representatives to ensure teaching and learning activities were consistent. • Stage leaders and teachers were given time to meet and discuss individual goals identified in PDPs (Performance Development Plans). • Teachers worked together to analyse trends in Mathematics diagnostic data. Strengths and weaknesses of students in NAPLAN and ICAS data was identified and as a result teaching activities were focussed on these areas. • Stage 3 teachers analysed Writing data of Year 4 and 5 students to determine Senior School English groupings for 2017. This ensured consistent assessment marking against whole school writing rubric. 	<p>\$25,000 QTSS funding (56 days)</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Low SES students accessed all areas of the school's programs including excursions, sporting activities and scholarships for band participation. • Support was given for the purchase of school uniforms and other school requisites in consultation with parents. • Learning support was provided as and where required including support for parents to enable effective completion of homework. • Additional homework classes provided for identified students through community support. • Sponsored participation in student wellbeing and support programs such as Kidsxpress and Coolkids and in parenting programs. • Validated data on the Attainment of Equity groups indicates that the school is delivering in Year 3 and improving further by Year 5 for students who remain in the stable and responsive RPS environment. 	
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Two targeted mentor teachers participated in training to develop skills working with new scheme teachers. They developed skills in observation, providing feedback and further direction. • Mentors divided teachers into K-2 and 3-6 teachers to better cater for those individual teacher needs. • Mentoring program was developed with an emphasis on supporting teachers achieve professional learning goals, implement curriculum requirements, create quality teaching and learning activities and reporting of student achievement. 	<ul style="list-style-type: none"> • \$60,822 on mentoring, professional development, planning, assessing and evaluating student data

<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • 5 newly appointed teachers received first year funding and 2 teachers received a second year of funding. • All beginning teachers developed a Beginning Teacher Plan to outline their use of funds to support their professional goals as related to school goals. • Teachers identified a variety of focus areas to support their first years of teaching. These included: assessing and reporting time, creation of quality teaching and learning activities, implementation of new programs and attending external professional learning courses to support teaching in all Key Learning Areas. 	<ul style="list-style-type: none"> • \$60,822 on mentoring, professional development, planning, assessing and evaluating student data
<p>Targeted student support for refugees and new arrivals</p>	<ul style="list-style-type: none"> • An additional EaL/D specialist is employed once a week for three terms to support the New Arrival students. • All students improved their capacity to access the class curriculum and to engage positively with peers. • Small groups of students participate in discussions to develop and extend vocabulary. They also engaged in early reading skills with the use of familiar stories and scaffolds. • 7 students in K–2 and 0 students in 3–6 identified as EaL/D phases Beginning English (BLL, BSL) 	
<p>Reading Recovery</p>	<ul style="list-style-type: none"> • 13 of 140 students in Year 1 (10%) participated in the program. • 12 of 13 participants completed the program, with sufficient skills to access class program. • 1 of 13 participants was referred off the program for further cognitive assessment. • 1 of 13 participants will carry over to 2016 due to late entry into Randwick Public School and the Reading Recovery Program. • All students who complete the program have continued to have small group support with the Learning and Support Teacher. • Of the 24 previous participants who are now in Years 2 and 3 and can be tracked, all students are working at or above recommended levels in reading and spelling. 	
<p>Information Technology</p>	<ul style="list-style-type: none"> • After a TPL on coding and how to integrate these critical thinking activities using the NSW syllabus, the whole school K–6 participated in Hour of Code. A class set of Spheros was purchased to trial as a resource. As a result of the trial, several class sets were purchased for use in 2017. • Markbook continued to be used for consistent collection of data through Years 1–6. • Successful trial of NSW DoE Science, Technology, Engineering and Mathematical (STEM) units. • Greater opportunities for staff to share methodologies of integrating technology into lessons. This encouraged more staff to trial activities. • Increased number of teachers using Showbie to deliver content to students and 	<ul style="list-style-type: none"> • \$141, 870 computer hardware and software

Information Technology

digitally provide feedback.

- Introduction of a school Facebook page to acknowledge and celebrate student successes.
- Introduction of teacher iPads. By providing teachers with individual iPads, they have been able to spend some time exploring different apps to use in teaching and learning activities. As a result, teachers have been more confident in integrating the technology.
- Increased number of Skoolbag users, allowing wider communication with school community. 1946 iOS downloads, 626 Android downloads and 14 Windows downloads.
- Interactive whiteboard fleet was improved and updated. The new technology requires less maintenance and upkeep.
- Year 2 continued with 1:2 iPads, leading to greater access to online resources and use of creation apps such as Showbie.
- 5 teachers participated in Towards Transformation which funded a mentor to work with the teachers to improve their use of technology. They shared their knowledge over several TPL afternoons.

- \$141, 870 computer hardware and software

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	369	382	409	429
Girls	396	416	432	452

Two additional classes were formed in 2016 to cater for the 5.9% increase in enrollments across the school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.4	97.3	96.2	95.8
1	96.4	96.7	94.9	95.8
2	97.2	97.4	95.6	96.1
3	96.7	97.9	95.9	95.4
4	95.9	97.4	95.6	96.5
5	96.9	96.3	95	96.7
6	96.4	96.8	95.4	94.2
All Years	96.8	97.2	95.6	95.8
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

Student attendance continues to be well above the state average and improved on 2015. It is not as high as earlier years due to a change in attendance policy which now counts extended leave for family travel, the main contributor to absence due to the many overseas born families, as an approved absence.

The school has in place procedures to follow up absence on a daily basis.

Class sizes

Class	Total
KS	23
KR	21
KN	20
KV	21
KK	20
KTW	21
KE	21
1C	20
1P	24
1L	22
1G	22
1E	22
1V	21
2KN	26
2H	26
2G	25
2A	25
2Q	26
3H	29
3G	28
3D	27
3S	29
3R	28
4P	26
4M	25
4K	26
4V	24
4T	26
5CP	30
5/6S	30
5W	29
5S	29
6T	29
6R	30
6C	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.05
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	5.17
Other Positions	0

*Full Time Equivalent

Two staff members identify as Indigenous.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

\$41,538, received in funds for professional development and \$30,683 to support teaching in Literacy and Numeracy.

Whole school areas of development have included:

- Focus on Reading training throughout the year to support teacher understanding and the deliberate teaching of reading strategies. The program highlighted the importance and use of rich texts that interest and motivate learners in the middle years. The sessions emphasised explicit instruction based on students' needs, modelled, guided and independent activities, providing clear and purposeful feedback and constant opportunities for student reflection;
- Multiple writing moderation sessions where staff examined writing samples and discussed characteristics and areas in each piece compared to the NAPLAN writing rubric to ensure

- consistency in assessment. Writing data was also analysed to identify strengths and weaknesses in cohorts so that programs could be tailored to target development of identified areas;
- Staff engaged in more detailed Literacy and Numeracy PLAN (continuum) discussions and examined the comprehensive reports available for teachers to use in targeting individual student needs. The use of the data entered was also highlighted, and staff were able to identify trends in classes as well as years;
- An introduction to Learning Intentions and Success Criteria was delivered in Semester One with a follow up session on a staff development day. These sessions focused on the importance of making explicit for students the purpose of lessons and the strategies to improve learning and success;
- Staff engaged in multiple professional learning sessions with the aim of developing their ability to support wellbeing within the school environment. Staff completed KidsMatter training modules, 'Working with Parents and Carers' and 'Helping Children with Mental Health Difficulties'. They also engaged in learning regarding the MindUp program, a social & emotional wellbeing program, and the Peer Support Australia program which were then implemented in classrooms. Staff received guidance in the implementation of mindfulness in the classroom, through participation in the LifeSkills program, 'Mindfulness in Schools';
- Staff shared their success and expertise in integrating technology in regular professional learning sessions;
- Regular staff technology training and sharing took place on a variety of topics and applications including: Coding & Hour of Code, Explain Everything, Showbie, iMovie, QR codes and assessment tools such as Kahoot, Plickers and Google Forms;
- Mandatory training was undertaken in Child Protection, CPR, Anaphylaxis, Safe Conduct of Sport, Code of Conduct, WHS, e-emergency care and PDPs;
- Staff were presented with an introduction to Professional Learning Communities which focus on collaboration, continuous cycles of collective inquiry and action research to ensure high levels of learning for all students. Teachers explored research and were familiarised with the structure and components of PLCs;
- Regular committee meetings were held throughout the year to review and revise scope & sequences, programs, resources, teaching and learning programs. These meetings also informed School Plan milestones once a semester where committees shared achievements and future directions; and
- Teachers engaged in assessment of progress against the School Excellence Framework and the evidence which supported their assessment;

Fifteen staff members are working towards accreditation at Proficient level and three staff members successfully submitted their evidence and report and have gained accreditation at Proficient. Two staff

members submitted their first Accreditation Maintenance report and have begun their second period of maintaining 100 professional development hours. All other staff are pre 2004 and will be Institute accredited at the end of 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school has been reserving funds gained from lease of premises and Saturday markets, accumulated over the past 4 years, to expand and upgrade existing school buildings and playground areas to meet the rapidly increasing student population. With the announcement of a major capital works program, these funds will now supplement the program by refurbishing and remodeling other school facilities and providing upgrades to the program. At this stage there has been a delay in the program and work is expected to be completed 2017–2018. The capital works program will see the acquisition of the Open High School site, demolition of existing OHS classroom blocks, construction of a 10 classroom complex, refurbishment of the OHS administration building and construction of a large central playground incorporating the former OHS site.

Funds are also held for asset replacement and acquisition particularly in the area of technology where the school supplied 1:1 iPad program will be extended to Year 4, resulting in all Year 4,5 and 6 students having a personal device to use during class time.

Income	\$
Balance brought forward	949 256.00
Global funds	499 134.00
Tied funds	323 874.00
School & community sources	828 922.00
Interest	15 448.00
Trust receipts	16 898.00
Canteen	0.00
Total income	2 633 532.00
Expenditure	
Teaching & learning	
Key learning areas	216 518.00
Excursions	75 433.00
Extracurricular dissections	359 034.00
Library	21 207.00
Training & development	65 823.00
Tied funds	192 165.00
Short term relief	102 260.00
Administration & office	161 087.00
School-operated canteen	0.00
Utilities	49 452.00
Maintenance	94 957.00
Trust accounts	27 697.00
Capital programs	172 815.00
Total expenditure	1 538 448.00
Balance carried forward	1 095 084.00

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 232 728.15
(2a) Appropriation	1 099 007.15
(2b) Sale of Goods and Services	8 667.28
(2c) Grants and Contributions	124 035.68
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 018.04
Expenses	-439 362.44
Recurrent Expenses	-439 362.44
(3a) Employee Related	-173 543.63
(3b) Operating Expenses	-265 818.81
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	793 365.71
Balance Carried Forward	793 365.71

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Budgets are compiled in consultation with staff and P&C and through the preparation of special project and subject submissions annually.

Finance is monitored weekly by the Principal and School Administrative Manager and adjustments made to budgets to fit known income and expenditure.

Intended use of funds available is:

- Refurbishment of Year 4 classrooms/OOSH storage to complement proposed adjoining building \$10000, purchase of classroom furniture \$40000, refurbishment and increased internal student toilets \$30000, setting up of dedicated learning support complex and furnishings \$60000, refurbishment of playground, Library, Hall and rooms previously used for office and staff \$200000, installation of COLA and lighting over

new basketball court \$250000

- Provision for asset replacement including print facilities, interactive classroom screens and iPads \$200000
- Annual School Financial Statement is shared with the P&C annually

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	5 366 438.80
Base Per Capita	45 618.83
Base Location	0.00
Other Base	5 320 819.97
Equity Total	219 642.02
Equity Aboriginal	1 773.57
Equity Socio economic	8 083.99
Equity Language	115 424.93
Equity Disability	94 359.53
Targeted Total	29 879.99
Other Total	263 455.72
Grand Total	5 879 416.53

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

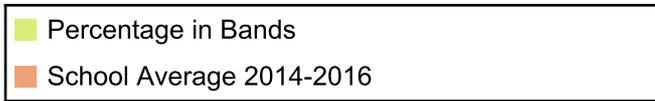
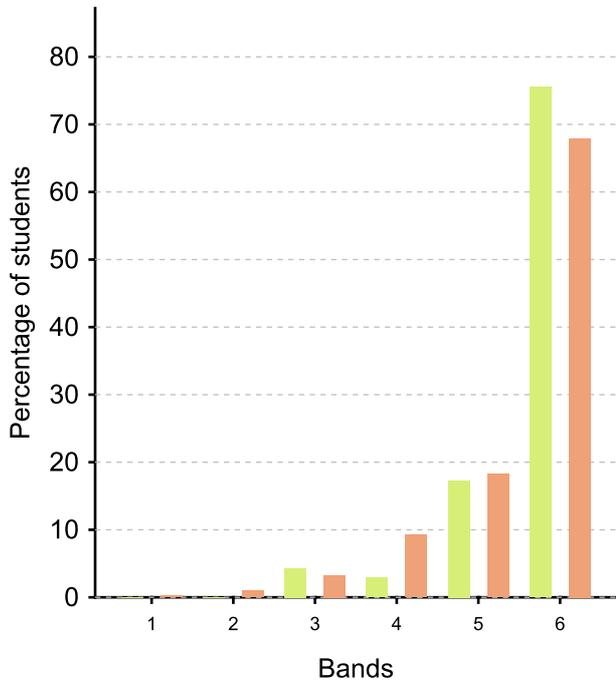
NAPLAN

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.

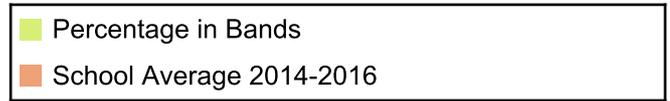
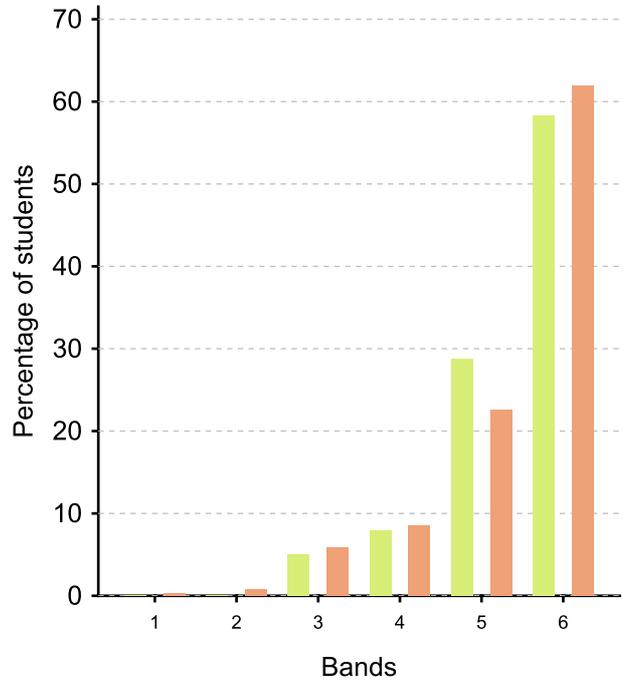
Students continue to perform at a high level in all aspects of Literacy with the school out performing similar school groups both state and independent. The percentage of students in the top bands for Year 3 and 5 Literacy is generally close to or above the three year average. Both Year 3 and Year 5 experienced a small drop in the top bands in writing compared with the three year average. This was consistent with state wide and similar school data and can be attributed to a change in writing focus from persuasive text to narrative text.

Students continue to show improvement in literacy as a result of focused teacher professional learning, regular practice at both home and school and the maintenance of the Learning Support program including: Reading Recovery, Pathways, EaLD and Parent tutor programs for those requiring additional learning support. The Focus on Reading 3–6 Program was completed during 2016 to improve student growth in Reading from Year 3 to 5.

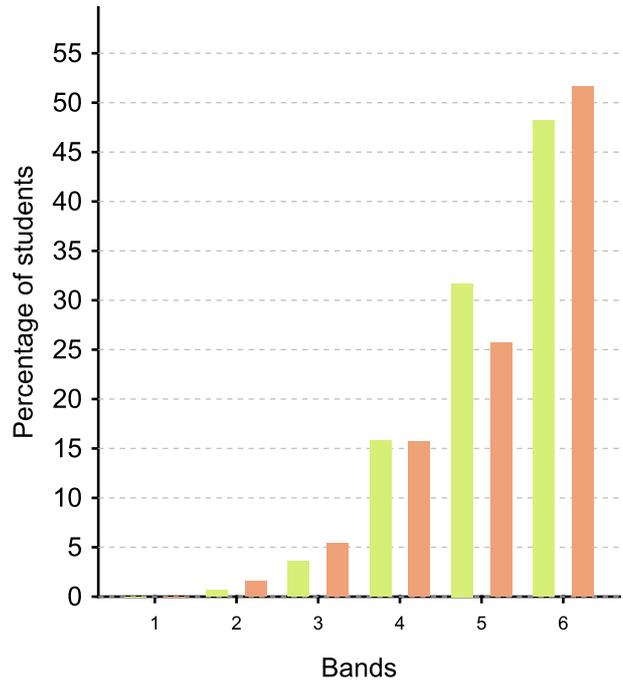
Percentage in bands:
Year 3 Grammar & Punctuation



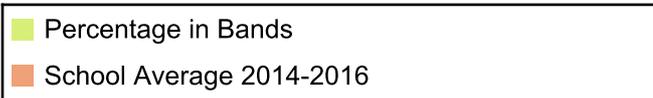
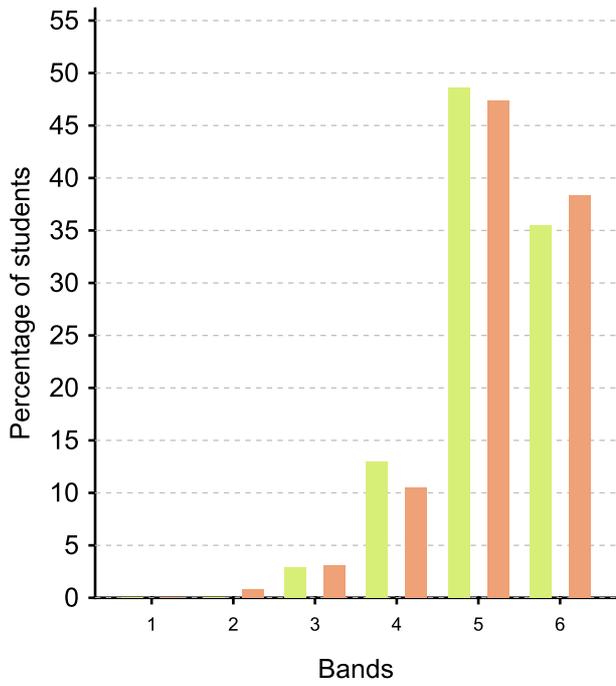
Percentage in bands:
Year 3 Reading



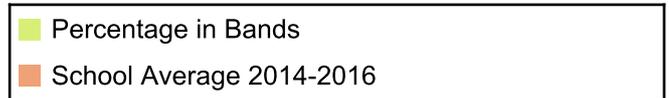
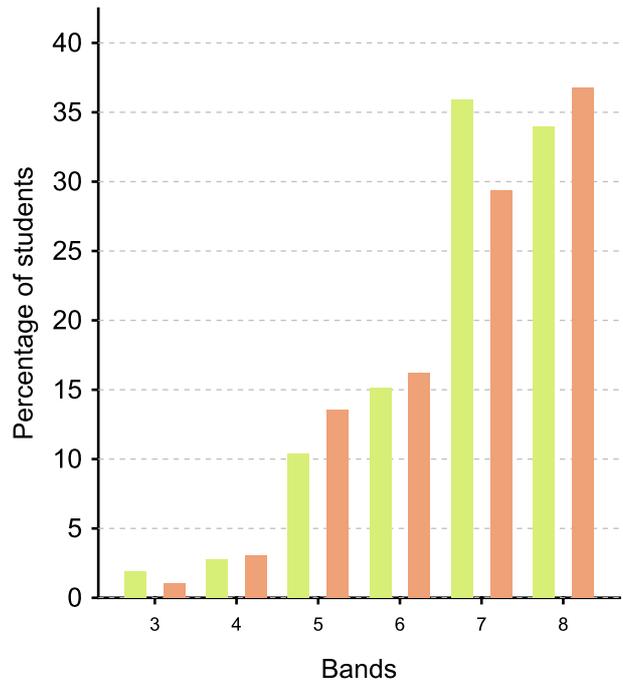
Percentage in bands:
Year 3 Spelling



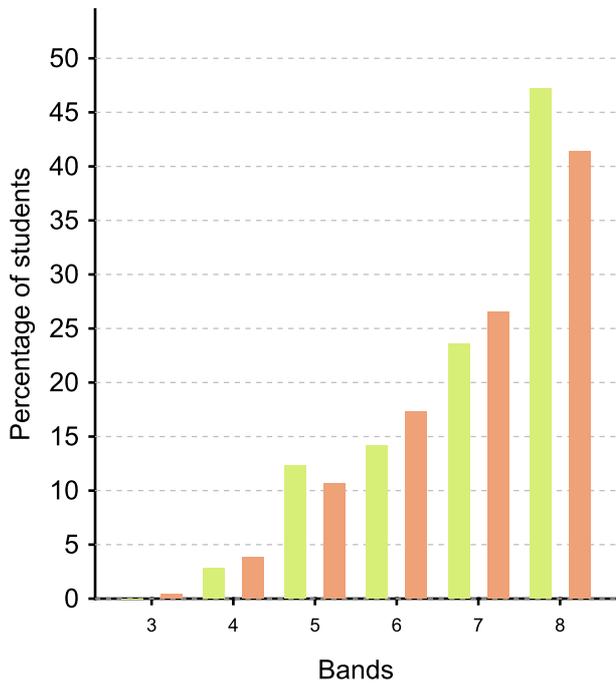
Percentage in bands:
Year 3 Writing



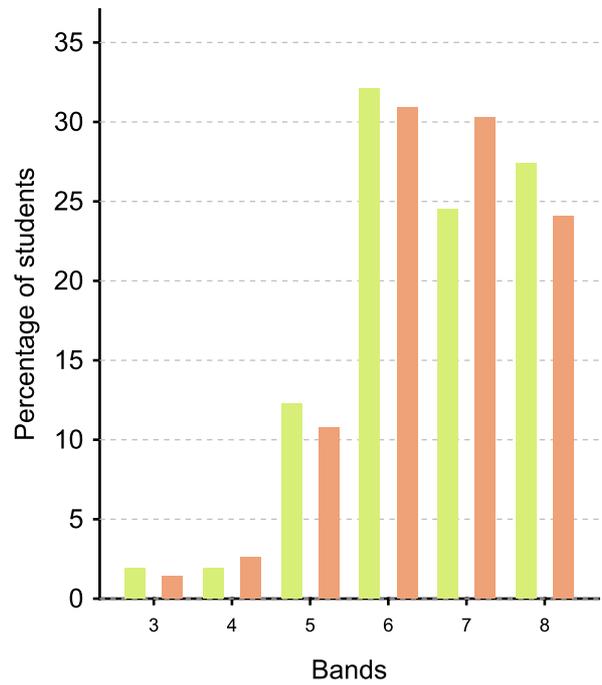
Percentage in bands:
Year 5 Reading



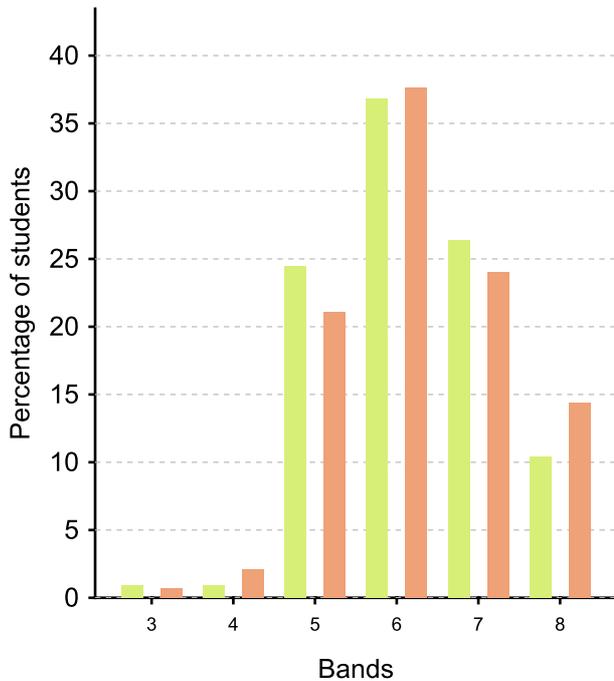
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

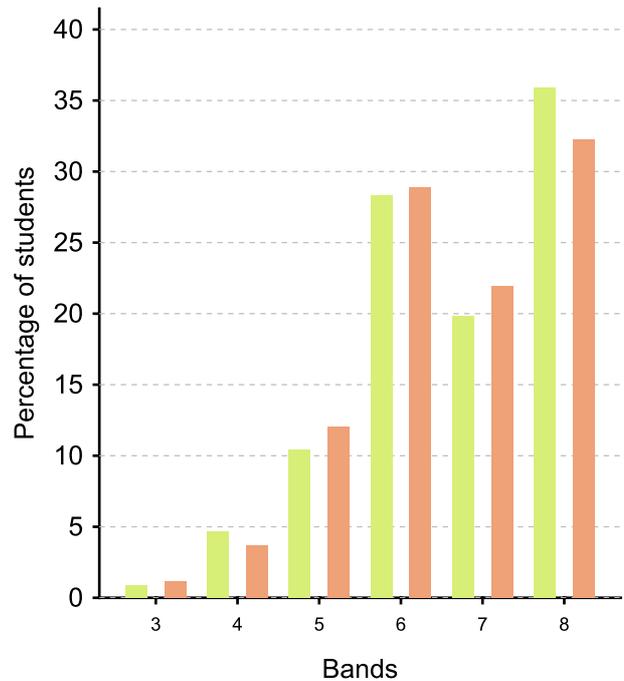


Percentage in bands:
Year 5 Writing



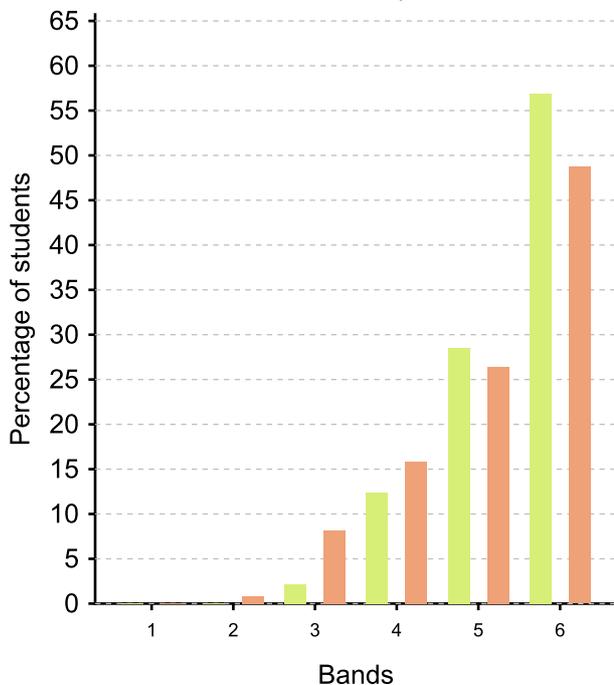
Numeracy continues to improve with both Year 3 and Year 5 showing an improvement in the top bands over the school's three year average.

Percentage in bands:
Year 5 Numeracy



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.

Percentage in bands:
Year 3 Numeracy



In accord with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* indigenous students and students from low SES families perform above the National Minimum Benchmark with Indigenous students demonstrating results consistent with the average or above of their cohort.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Student Survey was undertaken twice in 2016. One area was critical to ongoing student success in the later years of primary school and high school and a strategic direction of our plan is student engagement "a disposition towards learning, working with others, and functioning in a social institution". It included students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. On all aspects of engagement, social engagement, institutional engagement and intellectual engagement, Randwick students indicated a higher level than the all school cohort in Years 4, 5 and 6.

Student satisfaction

Students are socially engaged and actively involved in school life indicating 85% sense of belonging, 98%

engagement in sports and clubs and 90% positive relationships. These were similar across equity groups with only a slight increase for high SES suggesting the school is working to make a broad curriculum accessible for all. Schooling outcomes (98%) are also highly valued by students as is positive school behaviour (97%). While homework is valued slightly less (70%) it is still well above the average and the school continues to work towards making this aspect meaningful and manageable given the broad and diverse opinions on its value in the school community. In the area of intellectual engagement students indicate a high level of interest and motivation, believe they put in effort and receive quality instruction from their teachers. The major driver for this high level engagement was seen by students to be teacher expectations for success closely followed by teacher student relationships.

Achieving this level of engagement has been achieved by the school through a number of measures including helping students minimise anxiety through programs such as Lifeskills and Mindup, working consistently to minimise bullying behaviour (Mac Uni PAVE project indicates lower levels of peer victimisation reported compared to other schools), providing timely early intervention to minimise disruptive classroom behaviours and optimise learning in the early years. Tell Them From Me indicates that increasing the intellectual engagement for students has achieved a marked change over time. At Randwick the grouping of students, the professional development of teachers, the differentiation of instruction, the use of data to more clearly target explicit teaching and the lifting of expectations for students are all leading to significant and positive change for the learning environment and student outcomes. Students also indicated the Mind Up and Life Skills programs had helped them to understand and manage emotions at school but further work was needed to embed this as a general lifeskill beyond the school context.

On the additional open-ended questions, students indicated a positive attitude to school culture and most importantly in a highly culturally diverse school, that their background culture was understood and appreciated by their teachers. This included the opinion of a small indigenous cohort. As there has been a teacher focus of providing meaningful feedback to students we also sought the most effective means to do this with students feeling that direct feed back from their teacher was most effective to improve their learning closely followed by formal assessments.

Parent satisfaction

The majority of parents indicated feeling very welcome at the school with the only area for concern being about having activities scheduled when parents can attend. The school has worked to have a balance of day and night events and to include children wherever possible, however the nature of schooling is that many events happen during the school day as part of the learning program. Giving parents consistent timely notice is one way in which the school is working to assist. Using of apps such as Skoolbag have been instrumental in helping parents with time management and prompts

about school activities.

99% of parents attended an interview with the teacher and 75% attended more than two with a similar attendance at other school information nights also occurring, however only 25% were involved in school committees. From the open-ended questions most people indicated insufficient personal time or lack of childcare as a hindrance to being more involved in organised committees. More than 75% felt they helped the teacher in other ways or in the classroom indicating a focus on personal involvement with their child being the highest priority for time poor parents.

Parents generally feel well informed about their child's progress at school but would like further information about their child's social and emotional development. The school is revising its general comments on the twice yearly written reports to address this and also to address it in parent teacher interviews.

Parents remain less positive about the ways in which they can support their child at home although they do take an interest in set assignments. A Facebook page was set up to share talking points between parents and students at home and the app SeeSaw was trialled to allow class teachers to share student work and progress in an interesting and easily accessible way. Due to its success this will be more widely used in 2017. While there were a few comments about the amount of homework, the community seems to be quite evenly divided towards either less or more homework. The majority of parents indicated that they spent less than half an hour per day helping children with their homework, which is a fairly reasonable expectation, if accurate communication is to be maintained between school and home about a child's learning.

Parents shared students' positive recognition of the value of high expectations and believed that these expectations were also well backed up by teachers' encouragement and supported by positive classroom behaviour and management. Both students and parents share a feeling of safety at school and had a good understanding of and adherence to the accepted norms.

While a strong sense of inclusion was expressed in comments there was still some concern by parents about whether their child's special needs were understood and able to be adequately addressed. There is always a need for further support for children in a high performing school where the school average achievement is well above that of the overall state population. Additional funding from P&C and both classroom and special programs seek to address the needs of students scoring below the school's average. While data supports the success of additional learning programs with all children scoring above the national minimum benchmark and making the expected progress between year 3 and year 5, statistically there will remain students who score below the school's average. The school will need to help parents recognise their children's success in a very high performing cohort and be proud of that achievement. 97% of parents expect their children to achieve Year 12 level and 85% expect them to attend university.

Of the parent respondents 94% had contributed to school planning, 39% to the development of new policies, 16% to teaching practices and 11% to curriculum delivery. They felt that formal interviews and meetings best met this purpose while newsletters and emails kept them informed. The school is continuing to explore new media to improve both factual communication and engage those parents unable to be at the school regularly.

Open-ended questions regarding parent satisfaction with the school or what they would like to see improved yielded 147 responses. These reflected the responses above.

Teacher satisfaction

The teacher survey indicated that teachers felt the greatest strengths of the school lay in the learning culture, teaching strategies, inclusion and collaboration reflecting the focus in professional development over the past two years. This was also evident in analysis of the four dimensions of classroom and school practice where challenging and visible goals, quality feedback and planned learning opportunities were all slightly higher than the norm. This was reflected in the open ended question regarding the implementation of learning Intentions and success criteria with the following indicative of the responses:

"Students understand more clearly what is expected of them and therefore focus improves. Where the success criteria is differentiated students strive to achieve higher than they would otherwise do so. Students are learning, understanding and using metalanguage to describe their learning".

This comment is keeping with a similar comments from students who indicated they preferred feedback that was personal, directed to identifying areas for improvement and giving explicit instruction on how to achieve this:

"My teacher usually gives me great feedback after I have done some work and then handed it in, plus my teacher really appreciates it more if I try my best whether I fail or succeed. Basically, my teacher is almost always there for me and I am almost always there for them.

Teachers also indicated that they were using a range of techniques to assess learning from the simple thumbs up and thumbs down to rubrics, class reflection time and technology apps, however the use of technology for this purpose appears to be confined to the upper grades and a smaller number of teachers. In 2017 we will look at more widespread use of technology to share learning, engagement of parents in talking to their children about their learning and to give feedback on students' performance.

While students, parents and teachers acknowledge the high expectations the school shares for students there is evidence that a greater sharing of the goal setting and reflection practices could be beneficial to staff. The explicit sharing of student learning goals with parents

and inviting them to comment on this as a systematic procedure rather than simply through a parent teacher interview will be explored.

Policy requirements

Aboriginal education

0.5% of students identify as Indigenous and these students achieve at or above the school average. Each assembly and school meeting begins with an acknowledgement of country. A team, formed with representatives from each stage, developed a framework and implemented the Eight Ways of Learning – Aboriginal Perspectives which is integrated in teaching programs. A whole school assembly celebrates NAIDOC week and acknowledgement is made of Sorry Day and Reconciliation Week. All staff engaged in professional learning presented by this team and a continuum of skills was developed and displayed. Funding received has been used to strengthen partnerships and promote genuine collaboration between schools, Aboriginal families and Aboriginal community organisations to develop and sustain a positive and inclusive school culture and improve the quality of teaching and learning for Aboriginal students.

Multicultural and anti-racism education

Randwick celebrates the diverse cultural background of our students with Harmony Day, one of our best loved annual celebrations. Our families share their cultural background through food, dress and an assembly which not only acknowledges our ethnic diversity but also provides EALD students with the opportunity to share their stories.

Two English as an Additional Language / Dialect (EALD) specialist teachers support predominately EALD phase 'Beginning', 'Emerging' and 'Developing' English language learners. These learners comprise much of the school's 43.4% Language Background Other Than English (LBOTE) population (350 students). EALD students achieve at a comparable or better level on the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

All students engage in a program to learn another language. The Chinese community language program focuses on improving students' ability in using the language in everyday life. A series of textbooks revolving around practical scenarios complement classroom activities. Learning activities are designed to consolidate students' basic speaking, listening, reading and writing skills and to facilitate understanding and appreciation of Chinese culture. The program takes into account the diverse needs of students and assists them to acquire additional knowledge of the language. The Italian primary language program includes teaching and learning about the language and history of Italy. It has a large cultural component and Italian lessons are taught using a wide variety of stimulus material to keep the students engaged.

Other school programs

Student Leadership

Twelve Year 6 students are elected by students from Years 2 to 5 as Captains, Vice Captains and Prefects. The SRC has elected representatives from grades 2–6. The combined group of Prefects and SRC, as members of the school leadership team, together with the House Captains and Vice Captains, hold fund raising events to raise money for charity and advise on student suggestions for improving the quality of school life. The Captains and Prefects have the responsibility of representing the school at formal events, leading assemblies and assisting convening of the Student Representative Council (SRC).

Environmental education and sustainability

Randwick Public School continues to develop and maintain a vigorous sustainability program that involves all students, staff and the parent community. Each grade has an area of environmental sustainability: Kindergarten and Year 4 focus on Kitchen Garden; Year 2 conserve water as 'Drip Busters'; Year 3 minimize school waste; Year 5 focus on energy consumption with their 'Light Monitors'; and Year 6 'Ecomaniacs' govern the paper and waste recycling. The whole school has waste free lunches with only compostable or recyclable waste remaining at school. All students are able to be involved in increasing and sustaining the biodiversity through a series of school-wide lunchtime activities that involve national events such as Cleanup Australia, National Tree Week, and Recycling Week.

Stephanie Alexander Kitchen Garden program

The Kitchen Garden program runs throughout the year with every Year 4 student participating in a weekly session. The increase in time and access to the kitchen and the garden enabled their skill set to increase exponentially over the year. Curriculum links were made for Year 4 students through the Science, PD/H/PE, English and Maths syllabus with quite a particular focus on technology, to record, research and report both gardening and cooking lessons. Year 4 students were surveyed about the Kitchen Garden program so that we could use it to enhance and modify the program in moving forward into 2016. Survey results were very positive and the children valued the time spent outside. Working with our school garden expert enabled the teachers and students to include more ingredients sourced from our own gardens, including eggs, fruit and vegetables. Throughout the second half of the year Kindergarten children were introduced to the program offering the Year 4 students a chance to re-visit their earlier recipes and demonstrate their leadership skills. Year 3 classes participated in introductory gardening sessions in Semester 2.

Family and community programs

The school enjoys a close relationship with families and the community. Parents organise and attend working

bees, large scale beginning and end of year BBQs and Trivia night, book covering in the Library and prop development for performance groups. They run a highly successful band program, canteen and uniform shop and contribute significant funds to school programs. Parents, grandparents and community members continue to actively support learning programs particularly Kinder to Year 2 Literacy and in Year 3–6 sport. The school has initiated free weekly English conversation classes for parents and carers to continue to build on their connections to the school.

Achievements in the arts

While arts programs are taught across the curriculum in every year, the school takes time to celebrate both the performance arts and visual arts through biennial large scale events. In 2016 the focus was on performing arts with every student participating in a major musical performance throughout 2016: Kindergarten– Commotion in the Ocean, Year 1– Disney Dreams, Year 2 – Snugglepoot and Cuddlepie, Year 3– Aladdin, Year 4– Chitty Chitty Bang Bang, Year 5 – Alice in Wonderland and Year 6 – High School Musical

These performances achieved a very high standard through commitment and skill of both students and teachers and were appreciated and well supported by parents.

Sport

Regular participation in physical activity is integral to student development at Randwick with a comprehensive sport program provided, utilising quality resources including Primary School Sports Association (PSSA) competitions, representative trials and carnivals, the University of New South Wales (UNSW) Lifestyle Centre, and the use of expert programs from Transform Us, Footsteps Dance, Cricket NSW, NSW Netball and AFL Auskick. Continued involvement in the Sydney Coastal PSSA Friday Sport competition in both summer and winter, has enabled children in Year 3–6 to participate in weekly interschool competition. Students represent our school with skill and pride achieving the following results:

- Winter: Under 10 Rugby Union 1st, Under 9 Rugby Union 2nd, Junior Girls Soccer A 2nd, Senior AFL 2nd, Senior Girls Soccer A 2nd, Senior Boys Rugby League 2nd, Senior Boys A Rugby Union 3rd.
- Summer: Senior Boys Cricket A 1st Senior Girls A Softball 1st, Junior Girls A Tball 1st, Junior Boys A Cricket 2nd, Junior Boys A Oztag 2nd.

Randwick competed successfully in Swimming, Athletics and Cross Country carnivals with students representing at Zone, Region and State and Randwick winning the Zone carnivals in both Swimming and Athletics.

All students also participated in the Premier's Sporting Challenge promoting healthy active lifestyles through a 10 week challenge.