

Randwick Boys High School

Annual Report



2016



8161

Introduction

The Annual Report for **2016** is provided to the community of **Randwick Boys' High 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.

Lance Raskall

Principal

School contact details

Randwick Boys High School

Rainbow & Avoca Sts

Randwick, 2031

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Message from the Principal

2016 Principal's Report

Firstly, I would like to thank the school community for the lovely welcome that I have received as the new Principal in 2016. The parents and citizens, students, staff and the wider community have been extremely welcoming and I thank you all for making me feel 'at home'.

I have been SO impressed with the quality of the students we have at Randwick Boys' High School and their work ethic. Results look extremely encouraging for the next few years in both external and internal examinations. The calibre of students that we are lucky enough to educate is most impressive. NAPLAN results in 2016 show vast improvements, especially in Year 9 Mathematics. Student growth in this particular area is exceptionally good. Our Year 12 Higher School Certificate results were sound, with some excellent individual performances and students wishing to pursue Tertiary Education gaining entry into their chosen fields. Internal exams also depict 'value adding' across all Key Learning Areas, with students improving from one year to the next.

Our results in the sporting arena in 2016 are also a highlight! This year is no different with students competing, and winning gold at the all schools Australian Athletics Championships, Zone Premiers in many sports, teams improving under the coaching of fabulous staff, individual performances and 'personal bests' in many events and areas. I would like to thank our dedicated staff for going 'above and beyond' in assisting our students to shine when competing in the sporting arena.

In the Arts, students have excelled in many fields. Our dramatists are producing some wonderful pieces, including attending interesting workshops. Our artists are thriving under the guidance of staff and our musicians are going from 'strength to strength' in all areas, especially our talented Concert Band. Well done to all involved!

Students at Randwick Boys' High School are lucky. Lucky that they are exposed to so many diverse opportunities. Events such as: Chess competitions against non-Government schools, trips to North Queensland and the Great Barrier Reef, Youth Frontiers, Duke of Edinburgh, History Day, gala sports days and knockouts, participation in the schools' spectacular, choir showcases, University visits and workshops, debating, external exams and competitions, Project Based Learning, cultural events and celebrations – just to name a few. All designed to enhance the learning that takes place in the classroom.

One event that is a huge part of who we are at Randwick Boys' HS is our School Show, held annually at NIDA Theatres. This showcase of dance, music, singing and flair is an absolute joy to behold and an extravaganza to celebrate the talented students from Randwick Boys' and Girls' High Schools. These student performances would not be as polished without the dedication, commitment and skill of our Show choreographers, singing teachers and school staff, who assist with so many tasks to ensure the students shine! Parents, ex staff, guardians and volunteers also ensure the show is an

amazing spectacle, and I would like to thank them all for their efforts. This major event really does bring our two school communities together and is a fantastic example of what public school students and public schools are capable of achieving.

I am proud of our students, staff and supportive parents and I would like to thank everyone for assisting us raise our standards, our expectations, what we deem to be acceptable, what it means to be a 'Randwick Boy' and what it means to represent us when you, our students, wear our 'crest on your chest'.

I am proud of each one of our students. They display many fabulous qualities, on a daily basis. Compassion, caring, tolerance, resilience, patience, appreciation and a commitment to improving, are all qualities that are on show. We are here to assist your sons with these and to reinforce these qualities that have been passed on by parents and carers. Our school is richer because of our diverse student body and our inclusive environment. You are richer for the same.

I look forward to many more events that are memorable, achievements and displays. There are many more great things to achieve and, I am sure, we can achieve them together in the years ahead.

Thank you

Lance Raskall,

Principal

Randwick Boys' High School

Message from the school community

We applaud the good Parents and Citizens of Randwick Boys' High School (RBHS) for achieving yet another productive year. It was a collaborative effort by all in producing outstanding results. Our P&C consistently conducts meetings once a month where we discuss, initiate plans and exchange ideas and concerns. We also receive reports from the school Principal and P&C President & Executive Committee. Quite often a member of the teaching staff may attend to submit a funding application for a special project to be considered by P&C. For those unaware, proceeds from P&C fundraisers are channelled into various school programs.

The year began with P&C hosting a successful welcome morning tea for our year 7 parents. Another initiative by P&C was the Year 7 Book Packs. A large number were ordered and delivered to new students early in the year. P&C members were instrumental in the introduction of school lockers at RBHS. Fundraising events have attracted a big turnout of volunteers and participants, including parents, students as well as members of RBHS staff. Our well organised 3rd annual 'Trivia Night', held in the school gymnasium, was an exciting way to raise funds as well as a great social night out for members and friends of the RBHS community. The event attracted sponsorship from local businesses and was a successful fundraiser which we hope to continue in 2017.

The P&C also held a very successful sausage sizzle and cake stall on the school grounds when our gym became a polling booth during the federal election in July this year. Cakes provided by families and Food-Tech students proved popular and sold out by the end of the day. We have a proud tradition of community involvement and parents volunteering to assist in fundraising, organising and running the many activities available to our students. Sub-Committees are implemented to organise initiatives such as the Gardening Committee which involves students and parents working together to beautify our gardens. In addition, a garden rejuvenation grant of \$1000 was secured to assist in upgrading the school oval. We were also successful in attaining a \$45,000 Community Building Grant, which will be used to re-surface the basketball courts.

P&C also supports our school by serving on Merit Selection Panels, enrolment panels, learning programs and having a voice in the education of our sons. This year witnessed stronger ties with the Randwick Girls' High P&C, which paved the way to Gold Sponsorship for The Show 'Kaleidoscope', a fantastic production which showcased the talents of our students. We are lucky to have such tremendous community support.

In maintaining the RBHS P&C long history of community support, we look forward to sustaining those standards and objectives in the coming years. Thank you to all the parents who attended our meetings throughout the year and assisted wherever possible. Special thanks to everyone involved, in particular those who participated in our fundraising events. A special thank you to my fellow executive committee members, Birgit Schickinger, Glen Kotopoulos, Sarah Brill and Adriana Skleparis. The executive committee have had an extremely productive year, working cohesively and volunteering time to help with fundraising events and participating in sub-committee activities.

We commend Principal Lance Raskall and Deputy Principal Olga Sofo for their ongoing support, commitment and regular attendance to our meetings. We also commend Teachers and Admin Staff who often extended themselves to help the P&C and look forward to their continued support in 2017.

We welcome parents to join the P&C and come along to our meetings held on the third Tuesday of every month.

Nasser Attia

P & C President 2016

School background

School vision statement

Randwick Boys' High School provides a safe and caring environment where young men learn and grow. In guiding young men to success, Randwick Boys' High School offers a place where young men can develop their academic, sporting, social and cultural potential. Offering a diverse, challenging curriculum, well supported by a dedicated, professional staff. Randwick Boys' High School students work with honour, in a dynamic environment, to become successful members of society.

School context

Randwick Boys' High School (Pop 685, 72% NESB, 2% Aboriginal) is situated in the Eastern Suburbs of Sydney. The school has a diverse range of students who perform at all levels of ability. The school has a strong focus on literacy and on the use of data, such as the National Assessment Program for Literacy and Numeracy (NAPLAN), to inform teaching and learning programs. There is a focus on technology in learning and on the use of Technology in classrooms. The school operates an Independent Learning Centre, under the guidance of the Learning and Support Teacher (LAST). An excellent welfare program supports student learning. Quality Teaching, whole school literacy and numeracy, and differentiated curriculum are features of the school's planning and direction. The school has implemented an academically selected Gifted and Talented stream that will reach Year 11 during the term of this plan.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning ...

After careful consideration of all evidence available, we believe that in the Domain of Learning, we are Sustaining and Growing in three areas; however, in two areas we are Delivering. During the development of the current school plan, all members of the school community had input into the strategies that would assist our students with their learning. A Study Skills program for ALL years has been imbedded as a result and student, parent, staff surveys reveal that the benefit from such programs is very high. Literacy strategies were also identified as an area that needed attention and various models were investigated before deciding to implement 'Super Six' strategies across all Key Learning Areas. Anecdotal evidence suggests certain strategies have been attempted in subjects and have been deemed successful by staff and students. Long Term results are not available at this time. Student Leadership was also identified as an area that needed improvement. A Team of teachers has been established to evaluate current practices in the school and to look at 'best practice' in other schools before finalising the requirements of formal school leadership at Randwick boys' High School. 21st Century Learners has enabled us to evaluate our current technology within the school and to investigate future directions. E-diary, Apps, BYOD and the use of Chrome books have all been evaluated. Wellbeing is a major focus for all students at Randwick Boys'. The Positive Behaviour for Learning enhances all three Domains and provides expectations and standards to students, parents, staff and the wider community. We have close links with agencies in the local area to assist students with all aspects of their Wellbeing.

The results of this process indicated that in the School Excellence Framework domain of Teaching ...

After careful consideration of all evidence available, we believe that in the Domain of Teaching, we are Sustaining and Growing in four of the five elements and Delivering in one.

This year, we trialled a Project Based Learning initiative for the first time. The trial was deemed a success by all involved; students, staff and parents. We are now investigating expanding the program during 2017 and beyond. This has enhanced our curriculum, improved collaborative practice amongst staff and students as well as enhanced staff Professional Learning. In Terms of management practices and processes, including Teacher induction, accreditation and Professional Development, we believe we are Delivering. These vital aspects of the development of staff ensure our teachers have access to information, resources, 'best practice', programs, initiatives and support. Staff feedback indicates that they feel supported in their teaching and the collaborative nature of our environment ensures that

camaraderie remains high amongst staff. In Terms of Student performance measures, effective classroom practice, reports and results, we believe we are Delivering quality service to our students, their parents and are highly competitive in relation to 'like' schools in the area and state. Staff regularly review teaching and learning programs, curriculum changes, units of work, use data to enhance teaching, share knowledge and observe each other during Professional Development Plans. The school has processes in place to assist staff with their performance and development.

The results of this process indicated that in the School Excellence Framework domain of Leading ...

After careful consideration of all evidence available, we believe that in the Domain of Leading, we are Sustaining and Growing in three out of the four elements and Delivering in one.

The newly formed Cultural enrichment team have ensured that the wider community are represented in our school activities and that students are more socially aware of the community in which they live. Anzac assemblies, Harmony Day, recognition of different cultural beliefs, demonstrations at local schools have all led to a better understanding of different cultures in our community. Respect, tolerance, empathy and understanding have all increased as a result of this team and their initiatives. Transition to High School initiatives have improved both our Leadership initiatives and school resources. We believe we are progressing very well in this area to ensure the transition to Randwick Boys' is smooth for all students entering high school. The relationships with local feeder Primary schools has also been enhanced as a result of this program. In Terms of School resources, we believe we are Sustaining and Growing. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget. Strategic financial management is used to maximise resources and support programs to assist our students. Technology updates are essential to ensure students are not disadvantaged and every student has access to technology. The use of school facilities is optimised by the local community and these funds are then channelled into supporting the Teaching and Learning within the school.

Our self-assessment and the external validation 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

21st Century Learners

Purpose

Randwick Boys' High School is committed to the development of 21st Century learning skills by supporting the discerning use of technology, collaborative learning and engagement through high quality professional teaching.

Overall summary of progress

As part of this process the school wishes to use technology to link learning to school and contact with home.

Elevate Education has worked closely with Randwick Boys' High School throughout 2016, providing our students with the best strategies and techniques for their studying regimes.

Students involved were surveyed to determine their needs and to identify necessary processes catering for the individual study skill needs of each. In addition, all staff members participated in a Professional development program to support the implementation of Elevate across all senior teaching and learning programs. Parent seminars were also conducted, ensuring that all members of the school community, students, teachers and parents could contribute and support the study patterns of our students.

Students in Year 10, 11 and 12 were involved in a study skills program with Elevate Education with a focus in areas such as: how to use an exam planner, exam preparation timeline, getting the most out of practice papers, rationing time in an exam, breaking down an exam question and stress management, note-taking strategies, revision techniques, conceptual learning techniques including mind-mapping, practice papers, independent learning, locating job opportunities, writing a successful cover letter and CV, breaking goals into a series of achievable, short-term benchmarks, how to develop a study timetable, role of independent work, leveraging time through study groups and how to beat procrastination.

During the seminars, Elevate conducted online surveys, gaining data from our students' experiences and measuring the development of their knowledge of study strategies.

The most positive aspect of the seminars has been the overall increase in motivation, self-belief and attitude.

Project Based Learning Team was established in 2015. To support the implementation of this strategic direction, the team has networked with a variety of schools that have successfully implemented 21 Century learning. Staff have attended Professional Learning seminars in regards to SOLE (self-organised learning environments). This is a student centred learning activity that teachers can incorporate into their programs as lesson activities. Teachers are collaborating to prepare a "how to" for SOLE for staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Qualitative survey of students and teachers.	Collate results of both PBL trials with recommendations to Executive and staff.	Teacher release for preparation and planning as well as SLSO support. Also, monies spent on resources for students to use during the trial. (\$2,345)
• Reduction in Band 1, 2, and 3 HSC results by 10% year on year from 2015 and corresponding increase in Band 4, 5 and 6 results by 10% year on year from 2015.	HSC results depict a 2% decline in Band 1, 2 and 3 results as a proportion of whole in 2016.	Socio-economic background (\$1400.00) Elevate Education sessions. Staff release and planning.
• Improved NAPLAN results	Explicit Literacy strategies will be available for download and review by all students. Higher Order	Socio-economic background (\$4,650.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Improved NAPLAN results	thinking skills in planning, delivery and assessment of learning will be embedded in all assessment tasks.	
• Uptake report on use of apps	Consensus from all staff for a possible set of applications to be used in the classroom and at home to support learning EG Google apps for education, Office 365.	Socio-economic background (\$13,350.00) Staff surveys, release time, computer coordinator and program investigations.

Next Steps

- E-diary has enabled staff to monitor assessment tasks and homework tasks. During 2017, the team plans to increase the number of students and parents using Ediary.
- Concerted effort from all staff to encourage the use of E-diary by all students in the school, across all year groups.
- Staff to consolidate SOLE for their viewing and student support

Strategic Direction 2

Guiding young men to success

Purpose

Randwick Boys' High School is committed to supporting its students on the journey to being successful, empathetic and well-rounded young men who are valued members of their communities.

Overall summary of progress

The school already provides a range of extra curricula activities for student development and the Cultural Enrichment Team aims to enhance and widen the existing opportunities. The team composed a survey that was completed by students from year 7 – 11. A list of existing cultural experiences that the school offers was compiled. An additional list of activities and events have been compiled in 2016. These were collated after analysing the school Cultural Enrichment surveys which years 7–11 completed. We have consulted the staff and students. We are delivering the learning element of wellbeing through students participating in the activities and furthering their respect for cultural diversity. We are delivering the learning element of curriculum and learning by providing a range of extra curricula offerings for student development and sustaining and growing the learning element of curriculum and learning by involving the students in the planning activities. We are sustaining and growing the teaching element of professional standards by teachers working beyond their classrooms to contribute to broader school programs

The Anti-Bullying Review Team is responsible for leading a review of the Randwick Boys' High School approaches to bullying, including the development of a comprehensive school policy, which outlines how the school responds to bullying and programs available within the school to raise awareness of bullying.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Students demonstrate increased empathy and understanding of differentness, reflected in longitudinal School Life Survey and through the cultural and well-being programs developed by the school.	Calendar of daily notices, sighting cultural celebrations around the world and survey of effectiveness. Less incidents between students who do not understand each others cultural differences.	Student surveys, staff release, various BBQ's promoting cultural awareness and sharing of traditional foods from around the world. (\$3,820)
• Student reports related to bullying, racism and homophobia decrease by 10% year on year.	Survey students, Anzac Day celebrations and various Harmony Day activities.	Socio-economic background (\$6,470) Surveys and research at Randwick Boys' High School.
• Student leadership is strengthened and diversified beyond the SRC and Prefects.	Mid-level leadership opportunities need to be addressed. Roll Call captains are to be investigated.	Socio-economic background (\$2,179) Surveys and research regarding leadership at Randwick Boys' High School.

Next Steps

- The Cultural Enrichment Surveys were analysed. Results have been incorporated into the new student leadership strategies and strategic directions. New leadership positions are being investigated in 2016 and will be implemented in 2017.
- The new Anti-bullying Policy has been finalised. It has been reviewed by all stakeholders and is to be published Term 2, 2017.

Strategic Direction 3

Quality Teaching and Learning

Purpose

Randwick Boys' High School is committed to the development of high quality teaching and learning to build the academic depth of all students at all levels of ability.

Overall summary of progress

Provision of support for literacy across the school has been developed through a whole school literacy program. The Literacy Program, Super 6 and PEEEL, has been initiated and the Literacy Team is underway with presentations and preparing lessons for whole staff Professional development. Integration plans are being developed, where needed, and student needs assessed to ensure that individual requirements are being investigated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Students demonstrate academic growth measured through standardised testing.	Super Six strategies are embedded in all Programs and being explicitly taught in all classrooms.	Professional Learning time allocated to exploring Super Six strategies and ensuring their implementation. Quality Teaching, Successful Students (QTSS) (\$6850)
• Evaluations of individual intervention plans.	Students with additional needs, including EAL/D are supported by planned interventions, developed, implemented and evaluated by the Learning and support team.	Low level adjustment for disability (\$36,500) Professional Learning, staff release time, BOSTES investigation.
• All faculty assessment, teaching and learning programs are BOSTES compliant.	All faculty assessment, teaching and learning programs are BOSTES (NESA) compliant.	Support for beginning teachers (\$24,380)

Next Steps

- Super 6 – Training of staff has been developed and is ready to roll out for 2016. Executive will be made aware of the program in early 2016 and whole staff during Term 1 and beyond. School Development Days and Twilight meetings have been assigned time for implementation across all Key Learning Areas.
- During 2016 and 2017, Targets for improvement using NAPLAN data will be identified and aligned to areas for improvement.
- Strategy 1 for 'Super Six' is in place and ready for implementation in Term 1, 2016.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Greater attendance at Personal Learning Plan meetings for all Aboriginal students by Parents/Guardians.	Teacher release time for planning of meetings and resources required. \$2,500.97
English language proficiency	Students with additional needs, including EAL/D are supported by planned interventions, developed, implemented by the Learning and Support Team. Students demonstrate academic growth measured through standardised testing.	Teacher release, Learning adjustments made and SLSO and behaviour support is implemented to enhance student engagement. • English language proficiency (\$17 230.93)
Low level adjustment for disability	Students have access to all areas of education and are not excluded due to disability.	Physical access to all areas of the school is available as well as all areas of the curriculum and learning opportunities on offer. \$12,915.25
Quality Teaching, Successful Students (QTSS)	Students are better equipped to decode and understand text successfully through their exposure to rich, differentiated, high quality assessment tasks that challenge all students.	Analysis of all teaching programs, scope and sequences, assessments and examinations to ensure they challenge all students. Teacher release time and Professional Learning funds are used to ensure compliance with all BOSTES (NESA) requirements. • Quality Teaching, Successful Students (QTSS) (\$29 124.27)
Socio-economic background	All students are included in all areas of the curriculum and co curricular opportunities. Larger number of students accessing excursions, homework centre, sport and other co curricular activities.	Homework Centre operates two afternoons per week. Funds available for students from low socio economic households to access all areas of the curriculum. \$44,249.45
Support for beginning teachers	Staff feel supported in their early career and adhere to all requirements of the school, department and BOSTES (NESA).	Staff release, Professional Learning and mentoring. • Support for beginning teachers (\$38 331.89)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	659	663	678	625
Girls	0	0	0	0

Enquiries for Year 7 positions in 2016 grew enormously. We could not accommodate all expressions of interest and are very satisfied with the quality of our Year 7 cohort. Senior years depict the usual attrition rates and the middle years show the usual minimal movement of students.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.9	95.1	93.2	92.4
8	93.1	92.1	91.3	90.4
9	90.8	92	89.9	90.7
10	90.7	89.6	89.7	88.7
11	90.3	90	88.4	91.9
12	92.9	90.1	90.7	87.9
All Years	91.9	91.5	90.5	90.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Randwick Boys' High School remains above the state average for school attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	1	4
Employment	1	1	16
TAFE entry	0	1	14
University Entry	0	0	55
Other	0	0	6
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

In 2016, there were 10 senior students studying a course at TAFE. The Year 12 students completed their courses successfully.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of Year 12 students attained a Higher School Certificate in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	32.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2.4
School Counsellor	1
School Administration & Support Staff	9.28
Other Positions	3.6

*Full Time Equivalent

In 2016, there were no staff members who identified 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	41

Professional learning and teacher accreditation

Professional Learning supports staff in their role as educators. It allows staff to hone their skills in regards to content, delivery and various theories on quality teaching and learning. Professional Learning on Staff Development Days focussed on areas such as; Child Protection, Anaphylaxis, CPR and Emergency Care, Study Skills, ICT skill improvements, Literacy, School Planning, National Curriculum implementation, syllabus changes and amendments and ensuring programs taught include all mandatory requirements.

Over 55 staff members attended external Professional Learning and shared findings with colleagues at staff meetings, faculty meetings as well as individually.

All staff reviewed their Personal Learning Plans and goals, in line with Australian Professional Teaching Standards.

The school's beginning teacher mentor ensures that all beginning teachers are supported. A thorough induction process introduces new staff to our school and Department requirements. New staff are also exposed to the Accreditation process as well as Institute of Teacher/BOSTES/NESA requirements.

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

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	322 444.61
Global funds	661 073.58
Tied funds	305 516.66
School & community sources	492 155.23
Interest	11 033.43
Trust receipts	28 490.70
Canteen	0.00
Total income	1 820 714.21
Expenditure	
Teaching & learning	
Key learning areas	206 122.77
Excursions	92 260.76
Extracurricular dissections	27 678.39
Library	9 930.52
Training & development	834.96
Tied funds	258 423.25
Short term relief	199 226.33
Administration & office	227 092.16
School-operated canteen	0.00
Utilities	113 641.23
Maintenance	71 037.84
Trust accounts	26 098.50
Capital programs	22 915.40
Total expenditure	1 255 262.11
Balance carried forward	565 452.10

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.

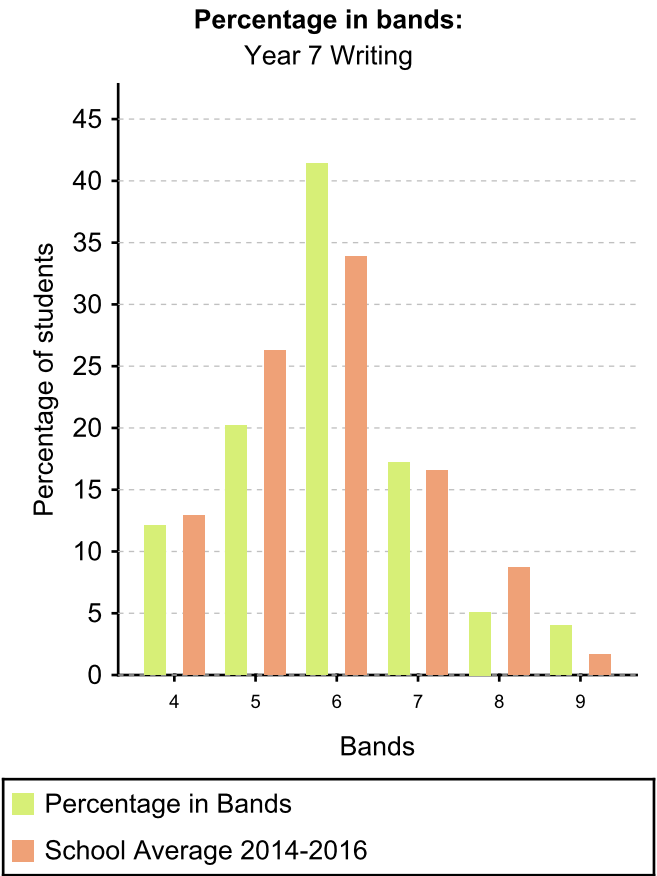
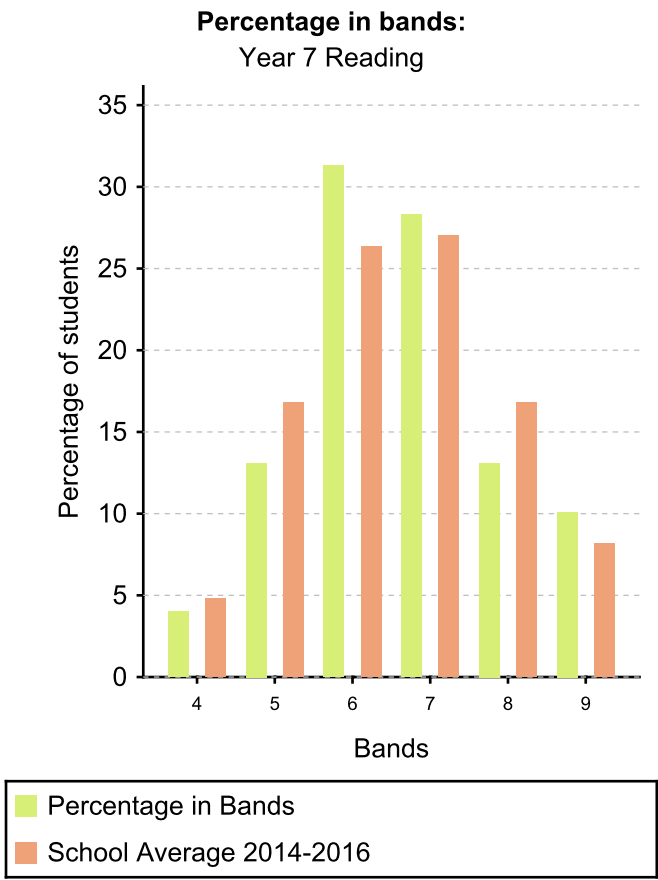
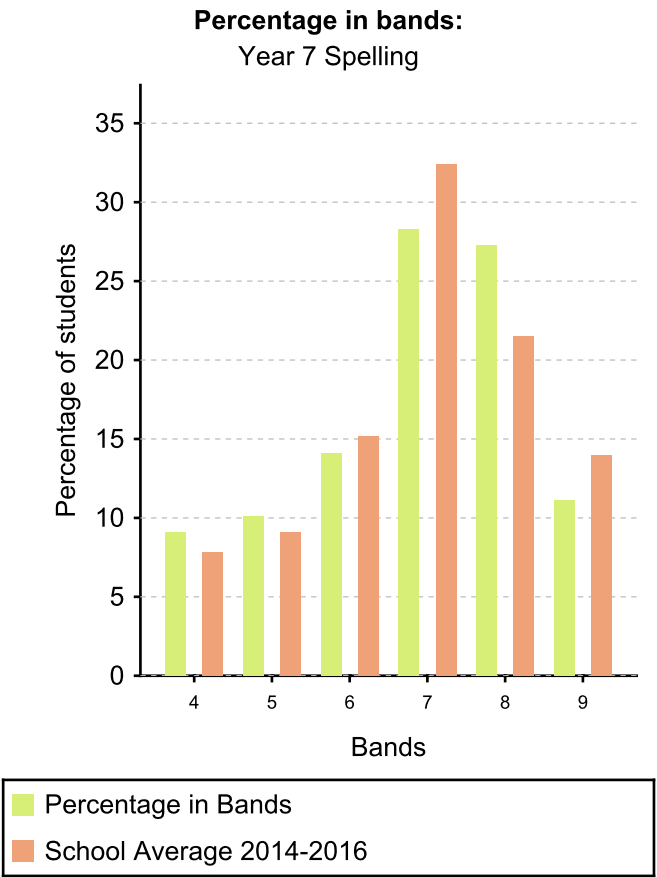
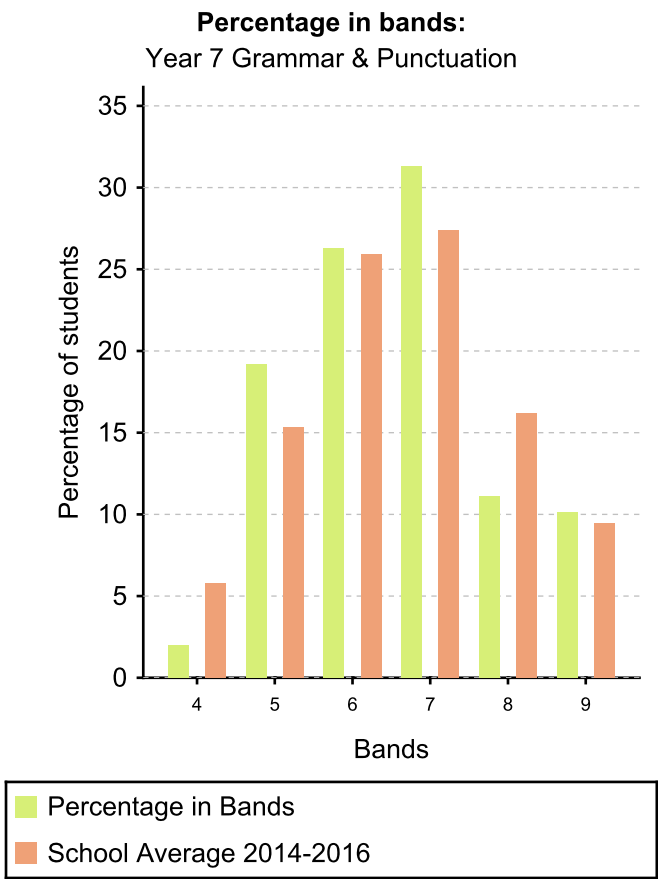
School performance

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.

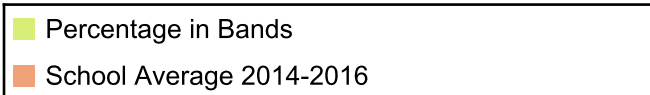
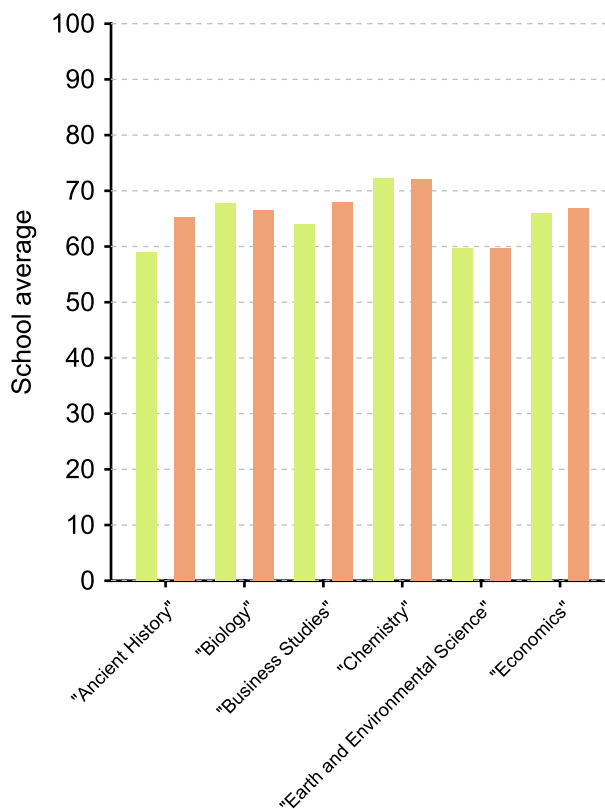
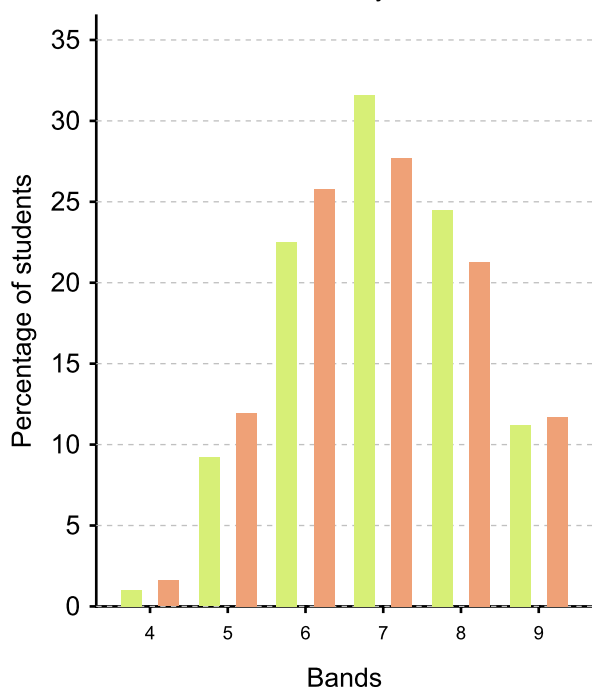
There has been a vast improvement in the number of Year 7 students in the higher bands in Year 7 Literacy in NAPLAN in 2016. School averages for the past three years have improved in terms of the number of

students achieving higher in these bands.



There has been outstanding growth in Year 9 Numeracy for Year 9 students in 2016. The number of students achieving in the higher bands for Numeracy is exceptional.

Percentage in bands:
Year 7 Numeracy



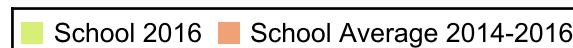
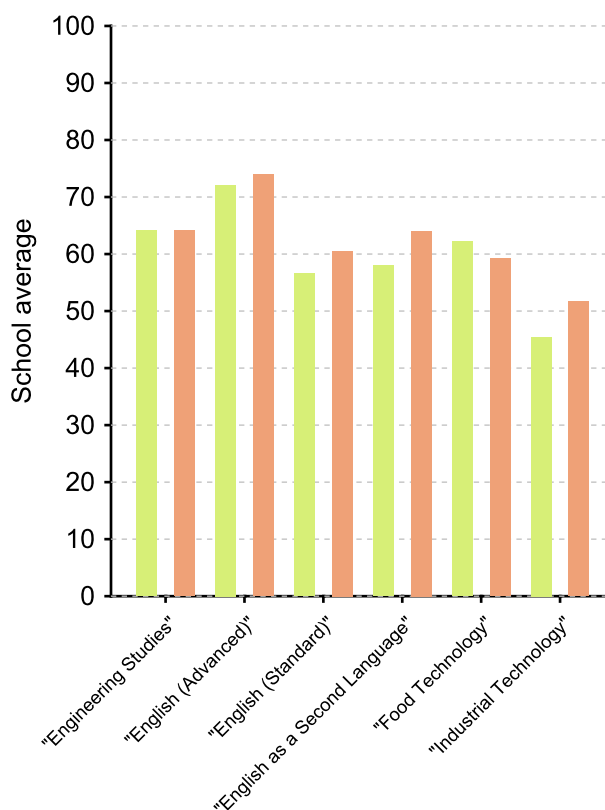
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

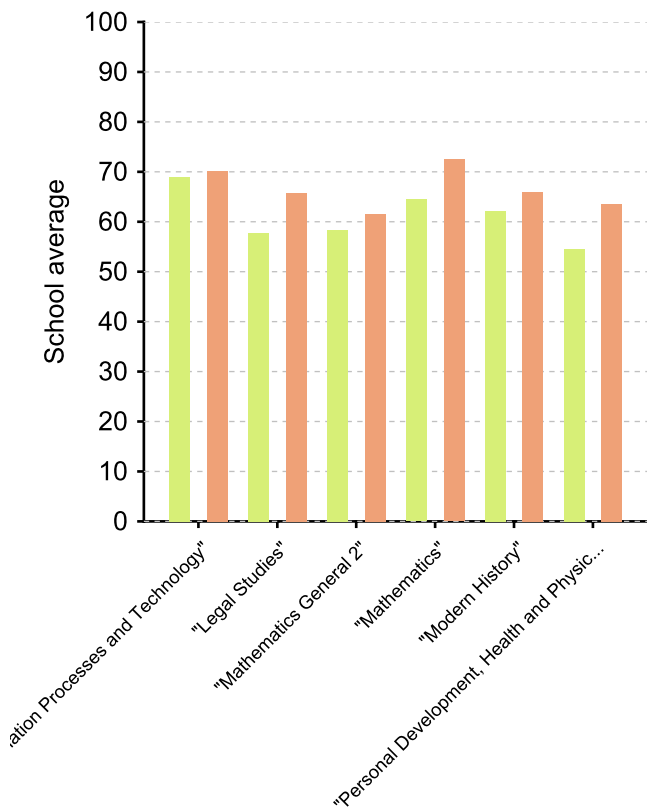
Our students who identify as Indigenous performed well in their NAPLAN tests. There was 'value adding' in most student performances across many of the areas assessed.

Higher School Certificate (HSC)

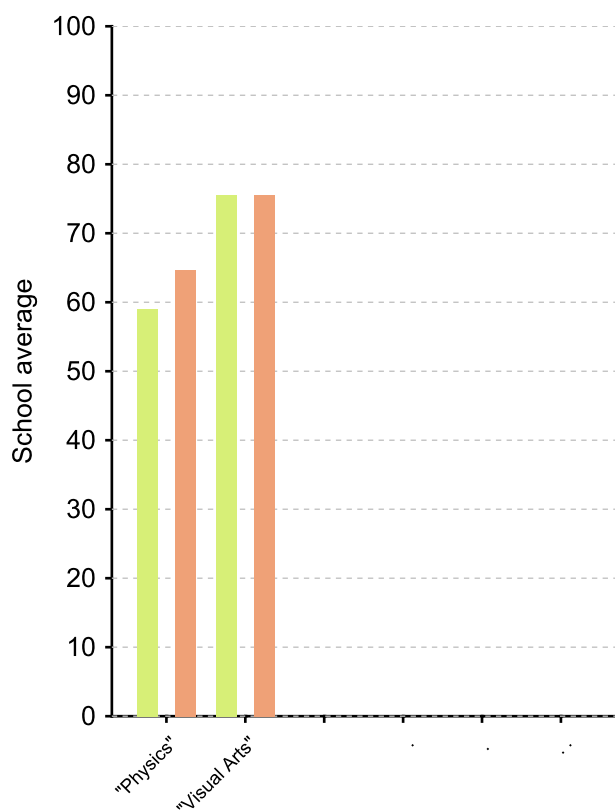
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

There were some exceptional individual performances in the 2016 Higher School certificate. Most students who committed to entering Tertiary studies, are able to do so with the ATAR that they achieved.





■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Staff were surveyed on each of the five School Development Days. They indicated that they were, on the whole, extremely satisfied with the Professional Learning delivered to them and the Professional

Learning opportunities available to them.

The School Plan implementation for year two of three was also delivered in 2016. Parents indicated they had strong views concerning the direction of the school and their opinions were included in the final product. Parents and Citizens meetings were also an avenue for parents to contribute to the School Plan and, overall, parents indicated they were very happy with the school.

Students have indicated that they are very happy with the school. The study skills questionnaires indicated that senior students needed assistance in certain areas of their study patterns and processes. Following the delivery of study skills sessions, responses indicated an extremely high level of satisfaction.

Policy requirements

Aboriginal education

Randwick Boys' High School has 12 students who identify as Indigenous students.

The Cultural Enrichment Team led a NAIDOC week assembly that included our indigenous students running the entire program. A guest speaker, Mr Ella, a local elder, gave the keynote address and taught all students about different artefacts that he displayed and demonstrated during the assembly.

Indigenous students attended various excursions, including AIME at the University of New South Wales where they were exposed to avenues of Tertiary study and courses they may wish to pursue once they complete Year 12.

A new Indigenous Student Coordinator was appointed and has planned extensively for enriching the educational opportunities' for Indigenous students in 2017.

Multicultural and anti-racism education

The Randwick Boys' High School Anti-Racism contact officer was sought for advice twice during 2016.

The Cultural Enrichment Team, as part of Strategic Direction 2, was formed and continues to promote Harmony, Diversity and Tolerance to all students in 2016. Incidents of disagreement based on culture, ethnicity and nationalistic beliefs have all declined in 2016.