

Ramsgate Public School

Annual Report



2017



3830

Introduction

The Annual Report for 2017 is provided to the community of Ramsgate PS as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lorraine Simmiss–Taylor

Principal

School contact details

Ramsgate Public School

Chuter Ave

Ramsgate, 2217

www.ramsgate-p.schools.nsw.edu.au

ramsgate-p.school@det.nsw.edu.au

9529 7267

School background

School vision statement

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

School context

Ramsgate Public School with a population of 555 students prides itself on being the centre of the community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school is supported by a strong parent community. Students come from diverse socio economic and cultural backgrounds. Policies and programs are supported by sound values which ensure the education of "the whole child". A team of highly professional and dedicated staff is committed to achieving consistent academic growth. Professional learning is strategically designed to ensure ongoing improvement in pedagogy. Students' academic, performance, social, cultural and sporting achievements are showcased at every possible opportunity. The school has a wide range of extra-curricular activities with a strong focus on the arts and sport. Student wellbeing is underpinned by Positive Behaviour for Learning. There is a focus on innovative pedagogy to support 21st century learners including an established Bring Your Own Device model and professional learning based around Great Teaching, Inspired Learning.

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.

Ramsgate PS is sustaining and growing its Learning Culture. Staff understand the close link between wellbeing, engagement and learning. The school priorities are serving to strengthen all areas of learning, teaching and leading.

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

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

Teachers at Ramsgate PS continued their participation in Quality Teaching Rounds in order to reflect upon and improve their teaching practices.

School leadership is excelling in the area of planning where there is a clear, consistent approach to evaluation of programs which includes the best use of school resources. Educational leadership programs have seen aspiring leaders successfully appointed through merit selection to permanent school leadership roles.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

STRATEGIC DIRECTION 1 Active and informed learners

Purpose

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

Overall summary of progress

Focus on Reading

Over the past eighteen months, all teachers have participated in Focus on Reading professional learning. Focus on Reading (FoR) equips students with the metacognitive strategies to meet the changing demands of texts as they move through primary school. These reading strategies can be applied to all Learning Areas in developing a deeper understanding of texts. The professional learning involved shared programming, observations, formative assessment strategies and the effective use of the Literacy Continuum to enhance the personalisation and precision of literacy to all students. In a school where L3 and L31 have been running for a number of years, by offering FoR professional learning to all staff there has been a cross-fertilisation of reading strategies and a deeper understanding of the reading journey K-6. In 2018, we will be implementing FoR Phase 2 (Vocabulary) professional learning.

L3

ES1 continued implementation of the Language, Learning, Literacy (L3) program. Professional learning was given to 2 staff members.

Within ES1 96% of students achieved Cluster 4 (expected Kindergarten Benchmark) or above for Reading Texts. In Aspects of Writing 54% of students achieved at or above the expected Kindergarten benchmark. In Phonics 57% of students achieved at or above the expected Kindergarten benchmark. In Concepts of Print 65% of students achieved at or above the expected Kindergarten benchmark.

TEN

ES1 Continued with the implementation of the Targeted Early Numeracy (TEN) program.

Within ES1 92% of students reached a level of Perceptual Counting (expected Kindergarten benchmark) or higher in Early Arithmetical Strategies (EAS). Students are counting visible items to find the total count and builds and subtracts numbers by using concrete material. 40% of those students reached a level of counting on and back, where students count on or back to solve problems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Product: Active learning in all classrooms is demonstrated at a high level as measured by Ramsgate Public School rubric		Through professional learning, instructional leadership, collaborative planning and team teaching, teachers have implemented the Focus on Reading strategies within their classrooms. These reading strategies and routines have promoted rich conversations of texts and student led discussions about texts.
Product: 100% of teaching programs reflecting differentiated strategies in all curriculum areas		

Next Steps

Focus on Reading Phase 2 (Vocabulary) professional learning and action research project throughout 2018.

Strategic Direction 2

STRATEGIC DIRECTION 2 Expert teaching and leadership

Purpose

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

Overall summary of progress

Quality Teaching Rounds

Ramsgate Public School has a strong focus around developing expert teaching and leadership within the school, seeking to create a culture of continuous professional improvement amongst a highly able team of teachers. The introduction of Quality Teaching Rounds in 2016 as part of teacher's professional learning built the capacity among staff to engage in evidence-based research to inform best practice and evaluate their own pedagogy against the Quality Teaching elements, identifying areas for development. Three trained staff members facilitated the training of all staff in QTR processes and the 18 elements of Quality Teaching and established professional learning communities in which Quality Teaching Rounds were completed. After the successes and new found interest amongst staff across the school, a second round was completed with new facilitators. This led to a third and fourth round throughout 2017 and due to positive feedback from all stakeholders, QTR will form part of our learning culture at RPS.

Shadow Executive Program

The Shadow Executive Program continued to provide professional leadership opportunities for aspiring executive in the school to continue developing their skills, knowledge and practice in this area. Two teachers were aligned with a their Stage supervisor and supported them in their leadership role, stepping up into the position when required. As part of the leadership team, they were part of school planning and decision making and were responsible for the coordination of some whole school events. At the end of the year, one of the Shadow Executives was successful in attaining an Assistant Principal position at another school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
>50% of teachers are observed to be at 'Highly Accomplished – Level 4' against the AITSL Classroom Practice Continuum.		Professional Learning Communities (PLCs) continued to be formed as part of the QTR process. This led to more staff being trained to facilitate and lead a PLC in the future. 100% of teachers recognised that this source of professional development had an impact on their teaching, encouraging them to reflect on how they could maximise student engagement and learning.
Top band NAPLAN results for reading and numeracy in years 3 & 5 in line with state and average increase of 10% from a 3 year baseline average.		

Next Steps

Formation of more Professional Learning Communities (PLCs) throughout 2018 therefore cementing Quality Teaching Rounds as part of the culture at Ramsgate Public School.

Strategic Direction 3

STRATEGIC DIRECTION 3 Strong community partnerships

Purpose

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

Overall summary of progress

Bayside Initiatives:

Ramsgate Public School has developed ongoing, strong community partnerships for staff and students.

In 2017, the Bayside Debating Initiative was coordinated by Ramsgate teachers. This involved collaborating with teachers and students from three local primary schools and a local high school during debating workshops and the four round competition. A culmination afternoon tea at the end of the program saw students, teachers and parents come together to celebrate and reflect on the program with positive feedback and the indication to the Initiative continuing into the following year.

This year has seen the Bayside Community of Schools work together to provide professional learning opportunities across shared strategic directions. 2017 has seen member schools work together and in partnership with internationally acknowledged educationalist presenters to develop professional learning for teachers on Growth Mindset and Engaging today's students (Dan Haesler) and Teachers and Learning: From Research to Practice (Ann McIntyre).

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

Kindergarten Transition

During Kindergarten transition, parents were given a survey to provide feedback about the program. Out of the responses 100% agreed the children enjoyed transition and they were excited for the next year. They all commented that it was a valuable introduction to school and good preparation for the following year. New parents thought it was extremely valuable for first time parents to school life. They all agreed for such a program to continue. The format of the program was liked. Parents thought it was very professional and well-organized. It was useful and interesting. It was a good way to meet new parents and the consistency of going each day gets children ready for the weekly routine next year. Parents thought that the Year 5 peers made an impression on the younger students.

Some suggestions that were made–

- Parent sessions could be longer
- 2/3 longer days rather than short days
- Outline of Transition program for parents, so they can have a conversation about the morning.

Quotes–

- "Absolutely fantastic"
- "Teachers are passionate about their work which is reassuring for parents"
- "Very helpful"
- "I (parent) was feeling anxious about the whole starting school process, but this week has taken a lot of anxiety away"
- "The program is a very good start for child. They start to recognise the difference between preschool and kindergarten"

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased understanding by parents around student learning–		PLP processes

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
why we do what we do.		Record of Individual Adjustments processes Meet the Teacher Term overviews/newsletters
Increase in Bayside Community of Schools' collaborative activities for students and teachers.		Planning for Action Research Projects in 2018 Enhanced cross-school collaboration in 2018

Next Steps

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5357	<p>PLPs developed in consultation with parents</p> <p>Increased support from Elders beyond the school</p> <p>Family Yarn Sessions each term led to greater parent participation Ramsgate Public School</p>
English language proficiency	\$233,290	ESL teachers worked within classrooms to target the areas of grammar and punctuation in writing.
Low level adjustment for disability	\$174,552	The LST has supported teaching staff in identifying and implementing strategic adjustments for students with additional needs. Support has also strengthened staff capacity on identifying sensory, processing, physical and cognitive needs and the application of appropriate and strategic adjustments. Processes have also supported staff in enhancing home–school communication and consultation of plans and records of adjustments for students.
Quality Teaching, Successful Students (QTSS)	\$41, 341	QTSS funds were used to provide teacher mentoring within classrooms. Observation of teacher practice through Quality Teaching Rounds reflected teachers successfully demonstrating teaching strategies developed through the Focus on Reading project.
Socio–economic background	\$36,868	School Learning Support Officers worked within classrooms and on playgrounds to support students with additional learning or social skills needs. The targeted students participating in these programs showed a high sense of belonging and self worth.
Support for beginning teachers	\$4081	Beginning teachers were supported in their second year of teaching through participation in targeted professional learning and mentoring. Teachers have reflected on the Professional Standards for Teachers and have demonstrated achievement against the framework.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	292	274	289	302
Girls	274	261	254	268

Student enrolments continued to increase in 2017. This reflects a general increase of student numbers along the airport corridor. Out of area enrolments are only offered to siblings or those with special circumstances.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	92.8	94.8	94.5
1	94.9	93.9	93.8	94.3
2	94.4	95.5	93.8	93
3	95.4	94.4	94.5	94.3
4	94.7	94.1	93.9	94.3
5	95.5	94.5	94.4	92.8
6	94.2	94.4	93.3	94.3
All Years	94.9	94.2	94.1	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance has had a slight decline over the past four years. This is largely due to a significant number of families who take holidays during school terms. This practice is discouraged, with parents being informed of the possible negative effects on student learning.

The school has worked closely with the Home School Liaison Officer to monitor attendance and to follow up

with individual families if attendance becomes an issue.

Letters are sent home every two weeks to parents who have not provided an explanation for their child's absence from school. This has resulted in more explained and less unexplained absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.46
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Aboriginal families in the school were supported in a variety of programs by indigenous staff from Department of Education.

Workforce comprises of school leaders, classroom teachers, specialist teachers, administrative staff as well as School Learning Support Officers who support a wide variety of equity programs.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

All teachers participated in well structured professional learning throughout the year. Professional learning is reflective of the strategic directions identified in the school plan. Professional learning was delivered by school leaders as well as professionals within and beyond the Department of Education.. The major focuses were:

- L3 stage 1
- Targeted Early Numeracy
- Educational Leadershi
- Quality Teachin Practices
- Growth Mindset
- Focus on Reading
- ICT to improve student leraning

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	396,598
Revenue	4,962,266
Appropriation	4,506,426
Sale of Goods and Services	11,375
Grants and Contributions	437,651
Gain and Loss	0
Other Revenue	0
Investment Income	6,814
Expenses	-4,832,906
Recurrent Expenses	-4,805,662
Employee Related	-4,262,614
Operating Expenses	-543,048
Capital Expenses	-27,244
Employee Related	0
Operating Expenses	-27,244
SURPLUS / DEFICIT FOR THE YEAR	129,360
Balance Carried Forward	525,959

The school's financial committee ensure that funds are budgeted against strategic directions.

The school purchased new furniture to create flexible teaching spaces. Grounds work on the South Playground were also completed. Both of these purchases were supported through donations from P&C.

A move to a new financial accounting system has resulted in difficulty in showing a comparison of the true financial position of the school against the 2016 AFS.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,768,373
Base Per Capita	82,985
Base Location	0
Other Base	3,685,388
Equity Total	450,067
Equity Aboriginal	5,357
Equity Socio economic	36,868
Equity Language	233,290
Equity Disability	174,552
Targeted Total	133,092
Other Total	100,671
Grand Total	4,452,202

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

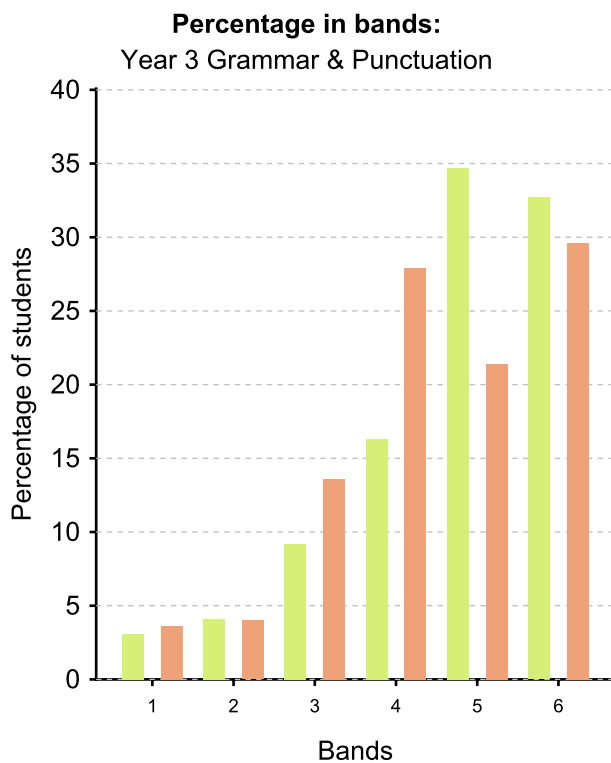
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

A review of the 2017 NAPLAN results showed that of the 98 year 3 students who sat the assessment, 58 % scored in the top two bands for literacy and 35 % in the next 2 bands. 2% of students scored below minimum standards. A highlight of the Year 3 2016 NAPLAN results was 65% of year 3 students achieving in the top two bands in writing compared to a state average of 53%.

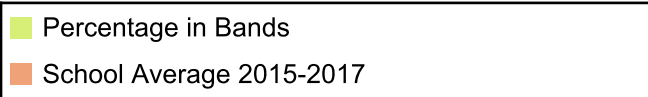
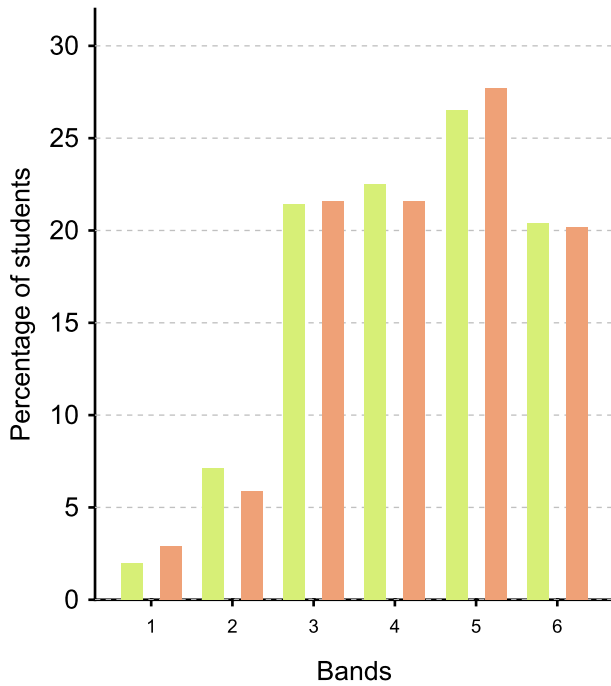
Of the 67 year 5 students that sat the assessment, 25% were in the top two bands for literacy and 41% were in the next two bands. 4% scored below national minimum standard.

Growth data from the 60 students tracked from year 5 to year 7 showed 64% at or above expected growth in literacy. This was a scaled score of 50 points compared with 42 points across the state. Growth in numeracy for the same group was above state average by 8 points with 78% of students making at or above expected growth.

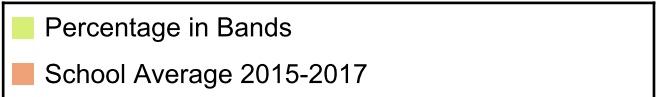
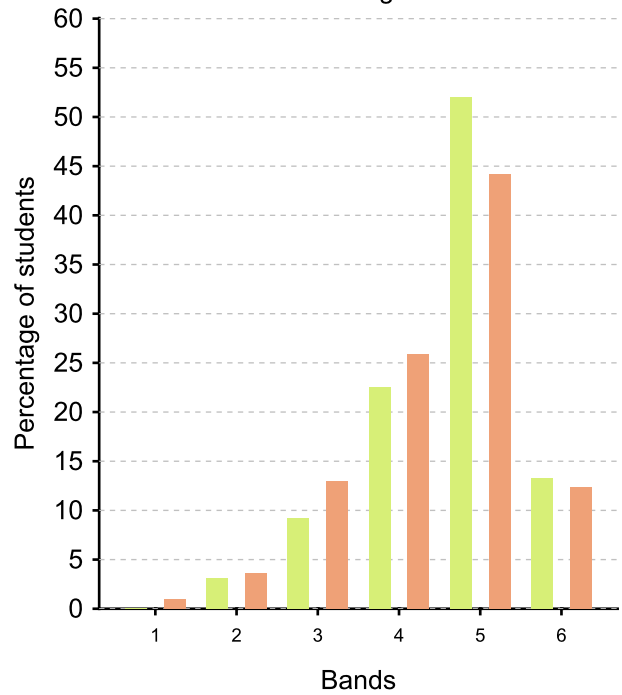


Percentage in Bands
School Average 2015-2017

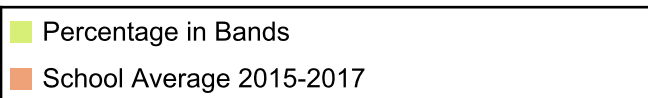
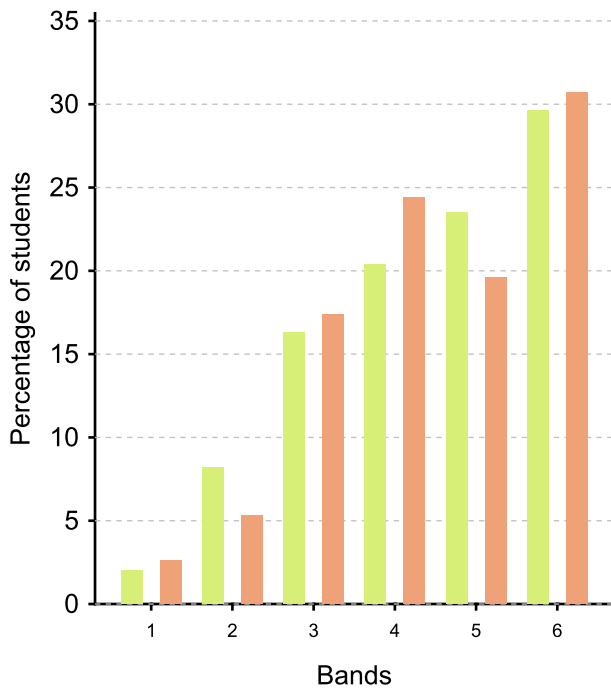
Percentage in bands:
Year 3 Reading



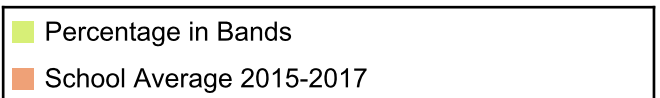
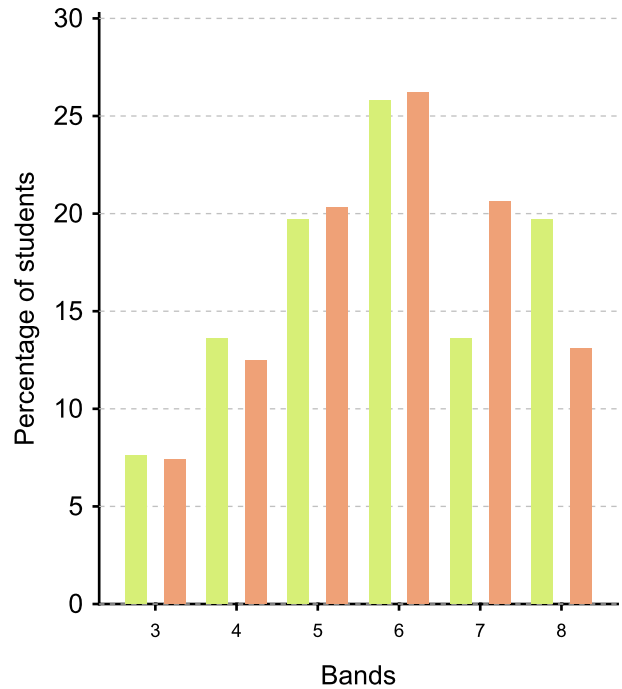
Percentage in bands:
Year 3 Writing



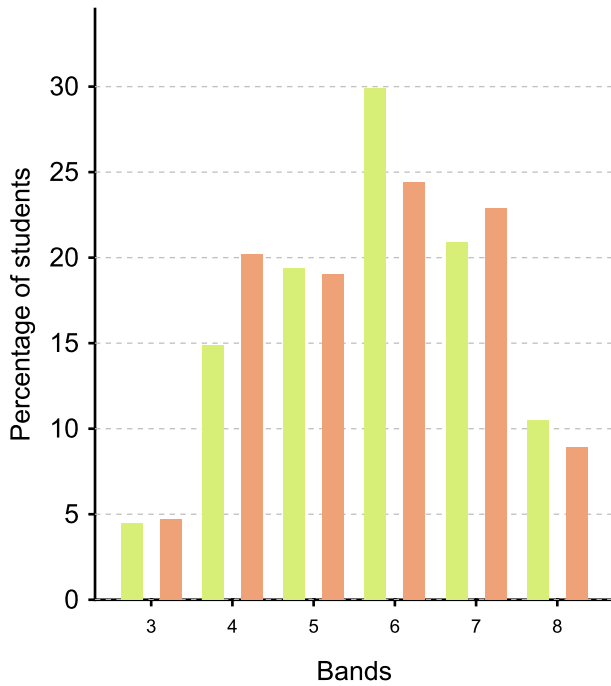
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

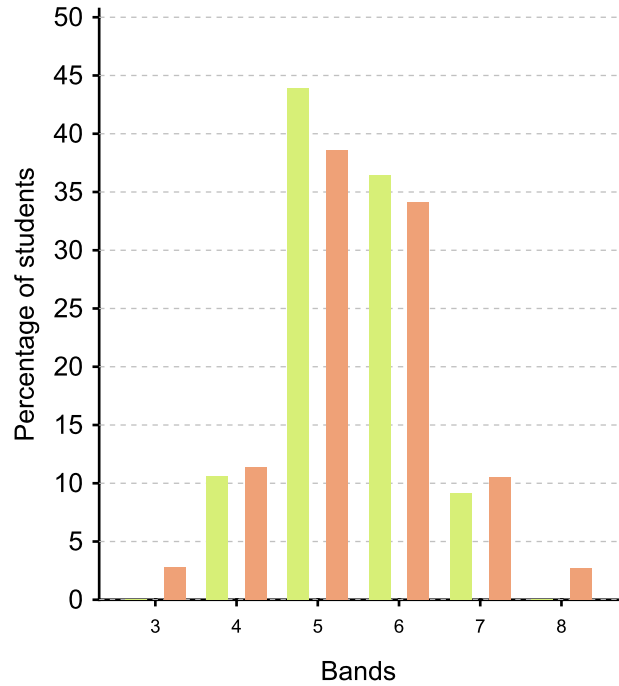


Percentage in bands:
Year 5 Reading



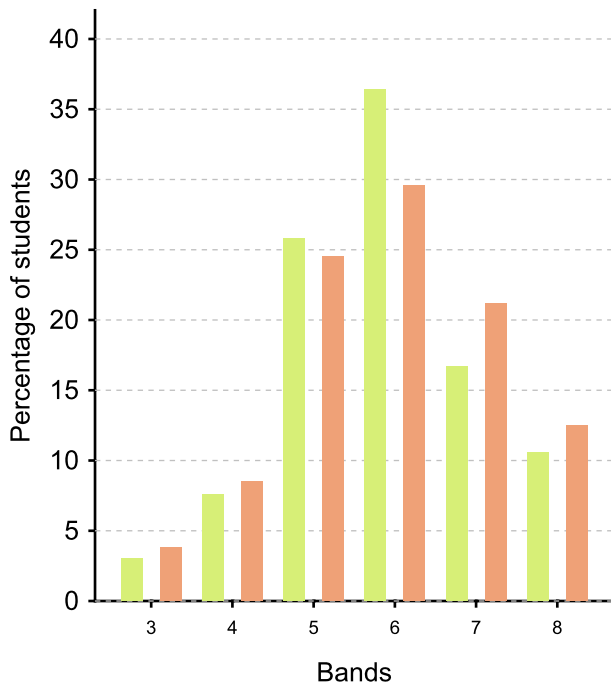
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



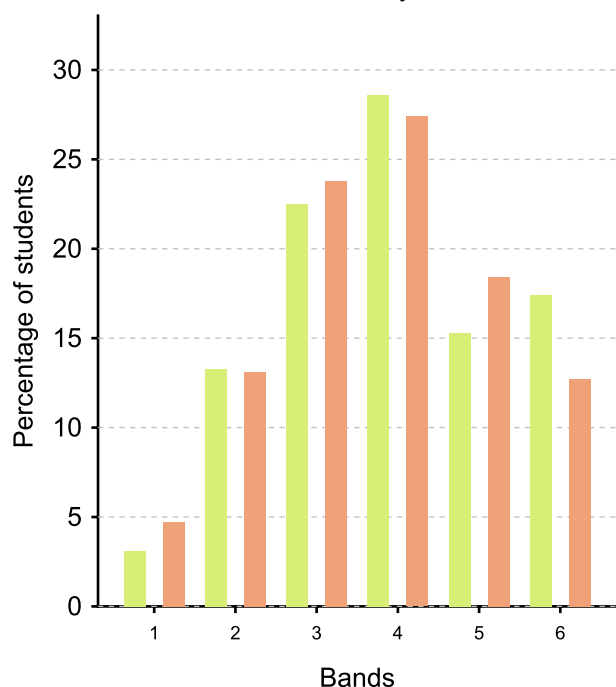
Percentage in Bands
School Average 2015-2017

A review of the 2017 NAPLAN results showed that of the 98 year 3 students who sat the assessment in numeracy, 33% were in the top two bands and 51% in the next two bands. 3 % scored below minimum standard in numeracy.

Of the 67 year 5 students that sat the assessment in numeracy, 27% were in the top two bands and 56% in the next two bands. 2% were below national standard.

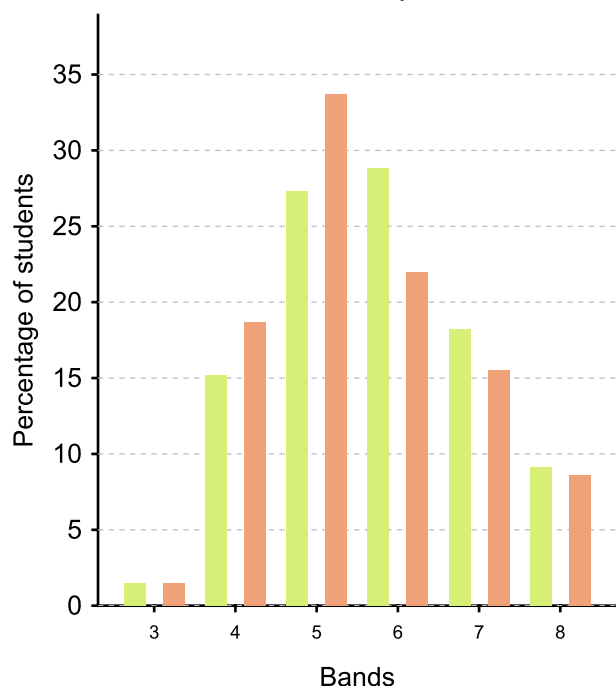
NAPLAN results are one measure used by the school when planning for future learning in literacy and numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

During 2017 Ramsgate students and families were once again invited to participate in the Tell Them From Me survey program. Students in Years 4, 5 and 6 completed two rounds of surveys.

Member added questions in this survey for Ramsgate PS sought to learn how friendly our kids, classrooms and playgrounds are. 77% of students responded that their classroom experiences were Always/Usually or Often friendly and respectful. At the other end of the scale less than 8% replied that their classroom experiences were often unfriendly or disrespectful.

7% of students responded that their playground experiences were always/Usually or Often friendly and respectful with less than 6% saying their playground experiences were often unfriendly or disrespectful.

91% of parents reported their child always having friendly and respectful experiences in the classroom. 20% reported their child having had issues requiring teacher support on the playground.

Students with positive behaviour at school. Students that do not get in trouble at school for disruptive or inappropriate behaviour. 86% of students report positive behaviour compared with 83% as the NSW norm. Effort at RPS. Students try hard to succeed in their learning. 91% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%. 97% of the girls and 86% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

Policy requirements

Aboriginal education

Ramsgate Public School has developed strong partnerships between school, family and the community, which has led to an increase in engagement and a strong sense of identity amongst our Aboriginal students. We hosted our annual Personalised Learning Pathway Afternoon Tea, inviting Aboriginal and Torres Strait Islander students and their parents as well as the Aboriginal Education and Well-being Advisor to collaboratively develop student's personalised goals and encouraged parents to continue

to check in with teachers throughout the year. Our Cultural Yarn group was successfully implemented twice throughout each term and involved our school's Aboriginal Educational Liaison Officer and also saw parent representatives running workshops for our students with a focus on identity, local area resources and Dreaming Stories. The Cultural Yarn group was also an initiative for students to develop their friendships and connections and to work together to develop projects. The first project initiated by the Cultural Yarn group was to create Ramsgate Public School's very own Acknowledgement to Country. There was consultation with the help of Aunty Fay Carroll and Tianna (Aboriginal Community Officers) and our Year 6 Leadership Team. Our school also celebrated NAIDOC Week by involving students K–6 in a full day engaging workshop with KooMoori. Teachers at Ramsgate Public School also attended professional learning around Koori Art Expressions and our Aboriginal Education Liaison Officer also attended Stronger Smarter Professional Development Course.

Multicultural and anti-racism education

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

Students eligible for the New Arrival Program were given priority to acquire survival language skills.

Other school programs

Creative and Performing Arts

Ramsgate prides itself in the extensive provision of extra-curricular opportunities we offer to all our students. This year we had a Junior Dance, Senior Dance, Year 1 Hip Hop and Senior Hip Hop group perform in many showcases throughout the year including School Spectacular.

Our recorder ensemble participated in the Festival of Instrumental Music at the Sydney Opera House as part of a combined recorder performance made up of five hundred students from NSW Public schools across the state. Our Junior and Senior Bands performed on

numerous occasions including our Bandsgate Festival which showcased 14 different school bands. The music program is running strong with all students in Years 1 – 6 learning to play the recorder.

The Gifted and Talented Art Group worked on amazing Aboriginal and ANZAC themed artworks and showcased their canvases at the St George Performing Arts Festival.

Sport

Our school has a strong history in sport and continues to excel in this area of delivery. The Fundamental Movement Skills program allowed students to have specialised Physical Education lessons once a week. This has transferred into increased skill and participation in our PSSA competition teams of which Ramsgate were successful winners in Netball and Cricket. The Sporting School scheme has allowed us to offer Swimming lessons for Years 3 – 6 sport. The whole school and a number of staff completed the Premier's Sporting Challenge and the school achieved a Diamond Certificate at the end of the year.

STEM

In Stage 2 the school purchased a bank of thirty chromebooks to support learning across all areas of the curriculum and enhance digital literacy skills. Through utilising the Google G Suite for Education that all of our students have access to through the Department of Education, teachers established Google classrooms. By making use of the Google G Suite, students were able to access their learning on any device either at home or at school, with many students continuing further research and self-directed learning or reviewing of topics at home. The students were able to collaborate with their peers, receive feedback and share the final product with peers, family and their teacher. The use of the Google Suite has led to less paper being used as the students are producing work digitally and the teachers are uploading lessons, assignments and homework links. In term four, all stage 2 classes participated in a coding learning program using online coding programs such as lightbot and Scratch.

Our school also hosted a round of the ANSTO Top Coder competition in which Stage 3 teams of students represented their school to use their creative, critical and collaborative skills to design a game using Scratch to match a set of criteria.