

Randwick Boys High School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

2017 has proven to be an exceptionally busy year for the Randwick Boys' High School community.

We welcomed a very large cohort into Year 7 this year, 126 students to be exact. Year 7 settled in quickly and have proven to be exceptional students both in and out of the classroom. They have quickly become familiar with all aspects of our school and the transition from the Primary environment to High School has been seamless for most students. It is wonderful to be able to report that the cohort is so large and includes fine young boys. Interestingly, we could not accommodate all placement requests for Year 7 this year and many families were not offered positions in our school. We know that the Year 7 cohort will continue to thrive in our school and will welcome next year's Year 7 students in the manner becoming of a Randwick Boys' High School student.

The Year 12 cohort led the student body exceptionally well. There are many superlatives that could be used to describe the year group due to the fact they displayed leadership, maturity, responsibility, loyalty and a fantastic work ethic. We celebrated their successes in the HSC exams and in their post school university placements and future careers. The elected leadership group performed their duties admirably and need to be commended for their bravery in taking on the role as well as their dedicated service to our school and students. Well done, gentlemen! The proudest moment for staff is to share the graduation ceremony with Year 12 students and their families. On this annual occasion, we celebrate all kinds of successes and share the joy of finishing Year 12 with our students. I know the students themselves look forward to this evening, as well as their Year 12 Formal. One of the proudest moments for myself, was attending the formal and many boys displaying their specially made and engraved 'RBHS' cufflinks. If that doesn't show pride in our school, then I must be mistaken! A tremendous touch and one which shows their pride in being a 'Randwick Boy'.

Year 8 to 11 have also proven to be fine young men. They are well aware of the responsibilities that being a student at Randwick Boys' High School brings and most have complied with our expectations, standards and what it means to wear the Randwick Boys' High School 'crest on their chest'. I applaud all students for their ongoing commitment, dedication, perseverance and love for our school. The 'Tell them from me' surveys depicted growing engagement and connection to our school.

Staff have worked extremely hard in 2017 to provide outstanding learning opportunities for our students both in and out of the classroom. Many excursions and co-curricular activities are organised to add to the content that is covered daily in classrooms. I would like to thank all staff for their efforts in ensuring that each and every student in our care has an 'exclusive education' whilst students at Randwick Boys' High School. 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, Tournament of Minds at UNSW, 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, 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 would also like to thank our Parents and Citizens for their devotion to our school. They work tirelessly for our students, your son's, so that we can offer the best education and opportunities possible. A HUGE 'thank you' for their persistence in securing Community Grants totalling \$65,000 which has contributed to upgrading the outdoor basketball courts.

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 our students, wear our 'crest on their chest'. There is the fact that when you wear our uniform, you are one of us. You represent our current students, past students and our future students. You are the holders of our strong traditions, our reputation and our current culture. You are the keepers of our success and, most importantly, your own. It is a weighty responsibility, gentlemen; however, we have complete confidence in you, your abilities and your futures.

I am proud of each and every one of our students. You all 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 you with these and to reinforce these qualities that have been passed on by your parents and carers. Our school is richer because of you and our inclusive environment. You are richer for the same.

Personally, I would like to extend a special 'thank you' to an old boy of our school who has worked tirelessly for you and us this year, in particular. Mr Nick Frougas, Head Teacher Technology and Applied Sciences. For 3 terms in 2017, he has been the acting Deputy Principal. Whilst in that role, he has led our school extremely well. With you, our students, he has been firm but fair. With parents, a voice of reason and sometimes, the bearer of bad news. For our staff, he has worked very hard ensuring our great school becomes greater. For me, he has been a support and a sounding board and a fabulous leader as a senior Executive.

From 2018, Ms Louise McNeil will be the new Deputy Principal. I am confident she will work just as hard to ensure the future is bright at Randwick Boys' High School.

As a school, we are constantly improving, growing and evolving. Collectively, we can achieve great things. I am proud of all that we have achieved in 2017 and look forward to the exciting possibilities 2018 will bring.

Message from the school community

Parents and Citizens of RBHS

'Alone we can do so little; together we can do so much.'

2017 was another very busy, successful and productive year for the Parents and Citizens of Randwick Boys' High School. Once again, the P&C enjoyed a close working relationship with all members of teaching and administrative staff as well as the school executive team.

I would like to thank the Principal, Mr Raskall, and the relieving Deputy Principal, Nick Frougas, for their support and trust in us, the representatives of the parent community at RBHS. I would also like to thank our 2017 P&C executive – Nasser Attia, Glen Kotopoulos, Adriana Skleparis and Sarah Brill. Together, the P&C celebrated many achievements big and small this year.

It started with a delicious morning tea for Year 7 parents with many home baked treats. This event traditionally starts the P&C calendar and is a great opportunity for new parents to meet other parents in the school community and find out what we are all about.

A few weeks later, all families, in particular all new families, were invited to a Welcome BBQ, where they had a chance to meet other parents, teachers, Mr Jackson, Year Advisor for Year 7, and Mr Raskall in a casual gathering. The boys were busy playing handball and basketball while parents had a chat.

Our monthly meetings resumed in February and the AGM in March saw the new executive sworn in for the year. In our meetings, which take place every 3rd Tuesday of a month, we discuss fundraising ideas, social events, hear from the school executive about school matters and Head Teachers about their faculties and invite guest speakers. We warmly welcome all parents to come along to the meetings and be part of Randwick Boys' High School P&C. There are many ways to get involved in the P&C, from filling an executive role to helping with grant applications, organising and assisting with BBQs and other social events or helping with our gardening club, ably led by parents and students.

In 2017, we raised funds through the sale of book packs, another very successful and entertaining Trivia Night, various sausage sizzles at the school and through local government and corporate grants. We were able to present the school with \$65,000 in grant money, which went towards the complete refurbishment of the school's outdoor basketball court, the fulfillment of a long anticipated project. We also presented the STEM team with a \$1200 cheque from Telstra Kids Fund, which was used to purchase Arduino Kits for robotics. As the year drew to a close, we were informed that we were successful in our application for a \$10,000 grant that will go towards sustainable water bottle filling stations and another round of the annual Telstra Kids Fund.

We were proud sponsors of the annual 'Show', a fantastic co-production of Randwick Boys' and Randwick Girls' High Schools, that highlights the outstanding talent being nurtured in two great and established public, local high schools in Sydney's Eastern Suburbs.

The P&C also happily contributed, as it does every year, to awards for Presentation Day to celebrate the outstanding achievements of students at RBHS. We as parents take great joy and pride in watching our Randwick boys grow into fine young men.

It is at this point that I would like to shout out 'Thanks, guys!' to all the students who assisted us with numerous events throughout the year. We appreciate your help very much!

From 2018, the P&C is introducing a voluntary annual financial contribution, as we realise that a lot of parents are quite time poor, but would still like a way to contribute to their school's P&C.

Again, I would like to thank our wonderful school community with our fabulous students at the forefront. I would also like to thank Mr Raskall and his team of dedicated teachers and lastly, the school's administrative team as well as Drago, the school's janitor. We are looking forward to another successful year for the P&C and Randwick Boys' High School.

Birgit Schickinger

P&C President 2017

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 through their education, Randwick Boys' High School offers a place where students 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 engagement and honour, in a dynamic environment, to become successful members of society.

School context

Randwick Boys' High School (Pop 615, 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 Numeracy and on the use of some 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 have completed Year 12 during the term of this plan.

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.

In 2016, 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. In 2017 we also implemented 'PEEEL' response structures across all Key Learning Areas to improve consistency and for students to have a template when addressing long responses. 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, however, anecdotal evidence suggests students are now immersed in the PEEEL structure and are growing in confidence when using the technique. 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. In 2017, further investigation of these technologies have allowed us to streamline what we will use in the years ahead and what we will

discontinue. We have established three trolleys of laptops for use in faculties and may grow this program with other faculties once thorough evaluations are complete. 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, including: Police presentations, RU OK Day?, Headspace presentations.

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.

In 2016, 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. Beginning teachers are especially valued and they are provided time to reflect on their practice and to assist with faculty based Teaching criteria. 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' High School 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. These relationships have also become a major focus of our school plan, due to be implemented from 2018 – 2020. 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.

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

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 and 2017, 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. A Parent seminar 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.

In 2017, we also evaluated our use of E-Diary and discovered that not all students were regularly checking the technology. We decided that in 2018, we would discontinue using E-Diary and use the Student Portal in Sentral as a communication with students in terms of homework, assessments and assignments.

We have also purchased two additional laptop trolleys and had the DER laptops reconfigured so that they can now be used as a mobile set of laptops. This initiative has proven to be very useful and extremely popular to build on the content taught in Key Learning Areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Qualitative survey of students and teachers.	Teacher release for preparation and planning as well as SLAO support and resources for student use (\$3,000)	Tell Them from Me surveys indicate an improvement in student engagement and satisfaction. Parent and staff satisfaction has also shown growth. Evaluation of Project Based Learning trials have shown higher engagement from targeted groups.
• Reduction in Band 1, 2, and 3 HSC results by 10% year on year	Socio-economic background (\$1,600)	HSC results depict a 3% increase in Band 4 students across most subject areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
from 2015 and corresponding increase in Band 4, 5 and 6 results by 10% year on year from 2015.		HSC results depict a 3% increase in Band 4 students across most subject areas.
<ul style="list-style-type: none">• Improved NAPLAN results	Socio-economic background (\$4,950)	Explicit Literacy and Numeracy strategies will be investigated and applied to students learning. Assessment modifications and improvements, where needed, have also been reviewed.
<ul style="list-style-type: none">• Uptake report on use of apps	Socio-economic background (\$14,500))	Consensus from all staff for investigation of various Applications to be used in the classroom and accessed from home.

Next Steps

We have a schedule of informing students and parents as to the benefits of using the student portal in Sentral for homework etc. Students will be taught how to access the service from home and will be regularly updated on the practice. Parents are also to be informed and information sent to them on how to best assist their sons using the platform..

In 2017, we ensured all classrooms have an Interactive Whiteboard. All staff are encouraged to attend Professional Learning courses on using the technologies available. Maintenance for these technologies is now being planned and implemented.

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. 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. This evaluation was completed during 2017 and the final policy uploaded to our website and is available for all staff, students and parents. Initiatives such as RU OK Day?, presentations from Headspace and local police have also lead to student awareness and a decrease in reported bullying and harassment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 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.	Cultural Awareness activities (\$3,900)	Cultural awareness and empathy displayed by students has increased both implicitly and explicitly.
• Student reports related to bullying, racism and homophobia decrease by 10% year on year.	Socio-economic (\$6,900)	Reporting of Homophobic and racist incidents have declined in 2017.
• Student leadership is strengthened and diversified beyond the SRC and Prefects.	Socio-economic (\$2,400)	Mid-level leadership opportunities need to be addressed. Roll Call captains are to be investigated.

Next Steps

- The Cultural Enrichment Surveys were analysed. Results have been incorporated into the new student leadership strategies and strategic directions. New leadership positions have been implemented in 2017 (roll call captains) and this ensures students have further leadership opportunities. Staff and students will review these positions in 2018 and beyond.
- The new Anti-bullying Policy has been finalised, uploaded and will be regularly evaluated.

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 and Numeracy across the school has been developed through a whole school Literacy and Numeracy 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.

The Numeracy Team are also developing opportunities for students to engage with Numeracy in 2018 and beyond. 'The Maths Show', PI Day etc have been noted as possible programs for our students to discover.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Students demonstrate academic growth measured through standardised testing.	Professional Learning time allocated to exploring Super Six strategies and ensuring their implementation. Quality Teaching, Successful Students (QTSS) (\$7,000)	Super Six strategies and PEEEL is embedded in all long response across all KLA's.
• Evaluations of individual intervention plans.	Low level adjustment for disability (\$39,000) Professional Learning, staff release time,	Students with additional needs, including EAL/D are supported by planned interventions, developed, implemented and evaluated by the Learning and support team.
• All faculty assessment, teaching and learning programs are BOSTES compliant.	Support for beginning teachers (\$25,000)	All faculty assessment, teaching and learning programs are BOSTES (NESA) compliant.

Next Steps

- Super 6 – Training of staff has been developed and is ready to roll out for 2016. Whole staff training took place during Term 1 2017. 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. Numeracy and Literacy strategies across all KLA's have been identified and will be implemented to assist students with long response answers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher release time for planning of meetings and resources required. (\$3,000)	Greater attendance at Personal Learning Plan meetings for all Aboriginal students by Parents/Guardians.
English language proficiency	Teacher release, Learning adjustments made and SLSO and behaviour support is implemented to enhance student engagement. (\$17,900)	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.
Low level adjustment for disability	Physical access to all areas of the school is available as well as all areas of the curriculum and learning opportunities on offer. (\$54,000)	Students have access to all areas of education and are not excluded due to disability.
Quality Teaching, Successful Students (QTSS)	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.	Students are better equipped to decode and understand text successfully through their exposure to rich, differentiated, high quality assessment tasks that challenge all students.
Socio-economic background	Homework Centre operates two afternoons per week. Funds available for students from low socioeconomic households to access all areas of the curriculum. (\$67,000)	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.
Support for beginning teachers	Staff release, Professional Learning and mentoring. • Support for beginning teachers (\$64,000)	Staff feel supported in their early career and adhere to all requirements of the school, department and BOSTES (NESA).

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	663	678	624	633
Girls	0	0	0	0

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.1	93.2	92.4	93
8	92.1	91.3	90.4	90.6
9	92	89.9	90.7	89.6
10	89.6	89.7	88.7	86.5
11	90	88.4	91.9	90
12	90.1	90.7	87.9	92.3
All Years	91.5	90.5	90.3	90.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Randwick Boys' High School remains above the state average for school attendance. The 'Tell Them From Me' student surveys, indicate that, on the whole, students are satisfied with our school, the engagement in the classroom and being a proud member of our school community. Our Year 12 attendance data is especially pleasing, as these students are completing their Higher School Certificate in 2017 and obviously need to be attending, participating in their learning and working with diligence and sustained effort.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	2
Employment	4	3	11
TAFE entry	5	1	10
University Entry	0	0	76
Other	0	5	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2017 there were 15 senior students studying a course at TAFE. The Year 12 students completed their courses successfully. A small percentage used this training as post school apprenticeships.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of Year 12 students attained a Higher School Certificate in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	34.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	8.88
Other Positions	1

*Full Time Equivalent

In 2017 there were no teaching staff who identified as Indigenous; however, there is one SAS staff member who identifies 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 improve their skills and knowledge in regards to content, delivery and various theories on quality teaching and learning. Professional Learning on School 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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	574,179
Global funds	419,976
Tied funds	163,311
School & community sources	371,042
Interest	6,868
Trust receipts	16,676
Canteen	0
Total Receipts	977,872
Payments	
Teaching & learning	
Key Learning Areas	141,168
Excursions	47,577
Extracurricular dissections	14,130
Library	12,078
Training & Development	5,081
Tied Funds Payments	246,449
Short Term Relief	90,816
Administration & Office	165,641
Canteen Payments	0
Utilities	77,244
Maintenance	51,203
Trust Payments	13,704
Capital Programs	50,428
Total Payments	915,519
Balance carried forward	636,532

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	1,134,972
Appropriation	1,027,790
Sale of Goods and Services	3,959
Grants and Contributions	101,618
Gain and Loss	0
Other Revenue	0
Investment Income	1,605
Expenses	-575,180
Recurrent Expenses	-575,180
Employee Related	-173,669
Operating Expenses	-401,511
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	559,792
Balance Carried Forward	559,792

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	6,202,378
Base Per Capita	95,333
Base Location	0
Other Base	6,107,045
Equity Total	401,890
Equity Aboriginal	8,952
Equity Socio economic	50,040
Equity Language	178,845
Equity Disability	164,054
Targeted Total	116,866
Other Total	107,334
Grand Total	6,828,468

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.

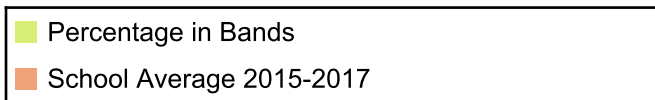
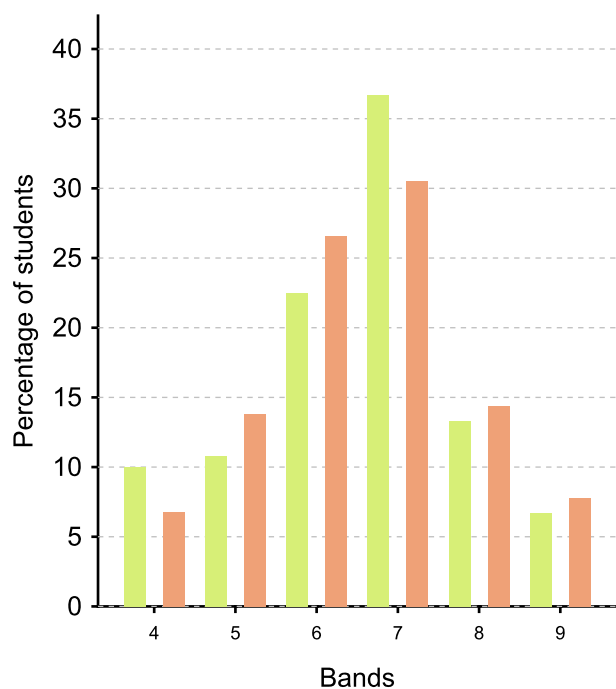
School performance

NAPLAN

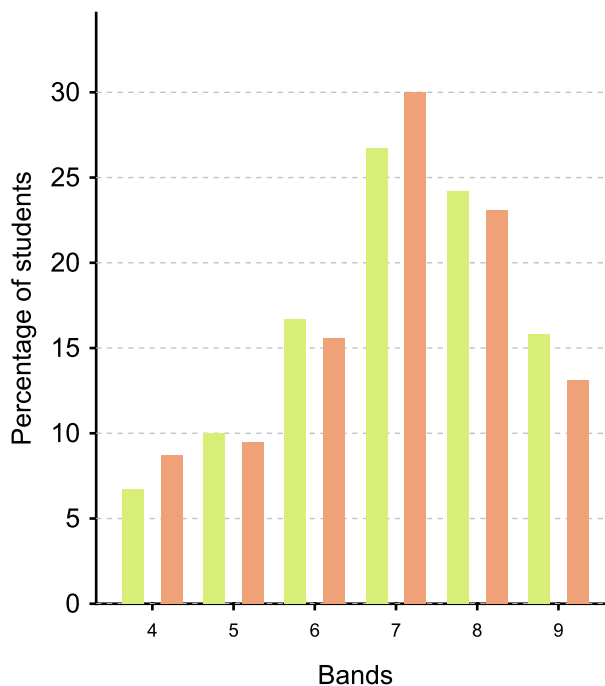
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There has been an increase in School average in bands 8 and 9 in Year 7 Reading, Grammar and Punctuation.

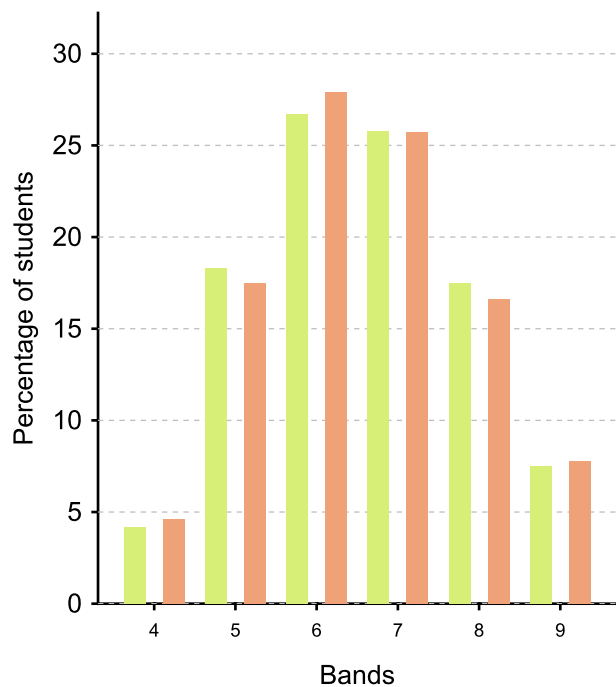
Percentage in bands:
Year 7 Grammar & Punctuation



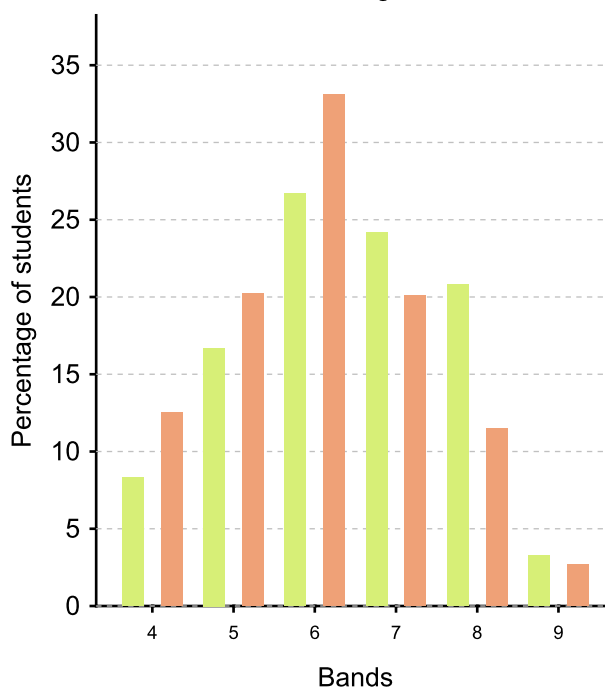
Percentage in bands:
Year 7 Spelling



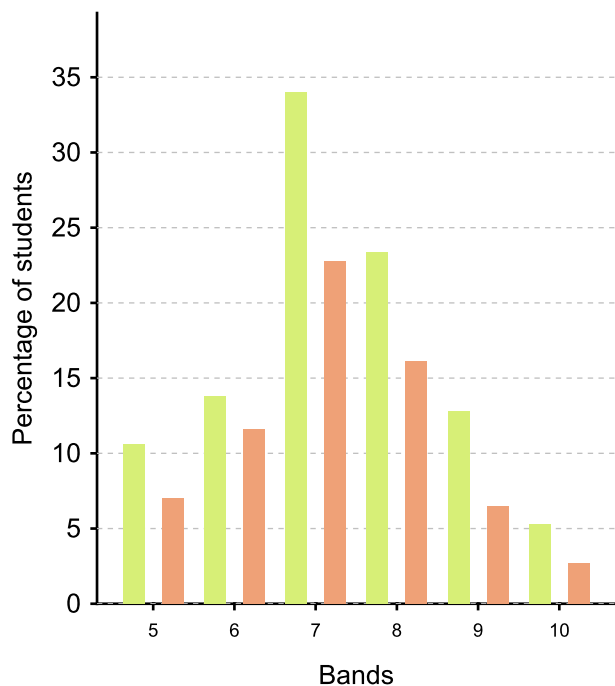
Percentage in bands:
Year 7 Reading



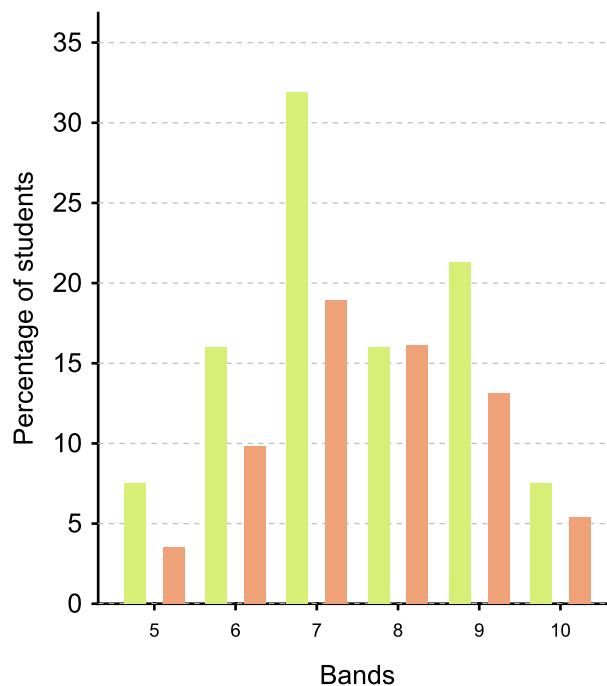
Percentage in bands:
Year 7 Writing



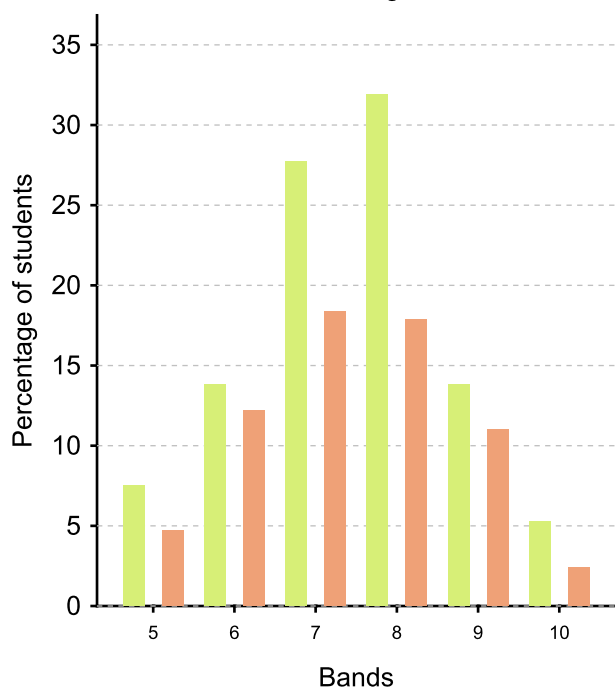
Percentage in bands:
Year 9 Grammar & Punctuation



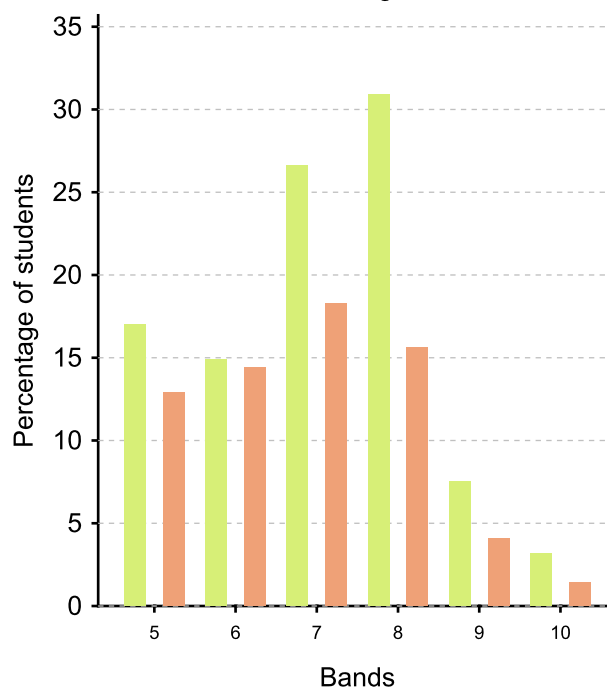
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

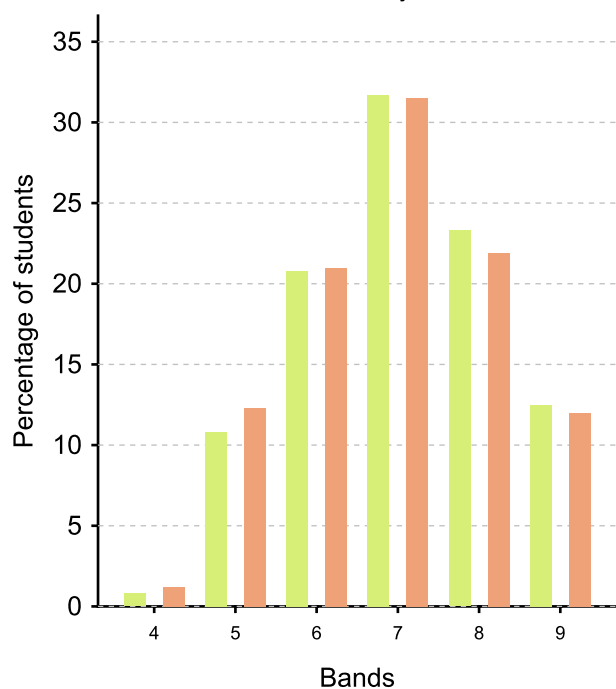


Percentage in bands:
Year 9 Writing



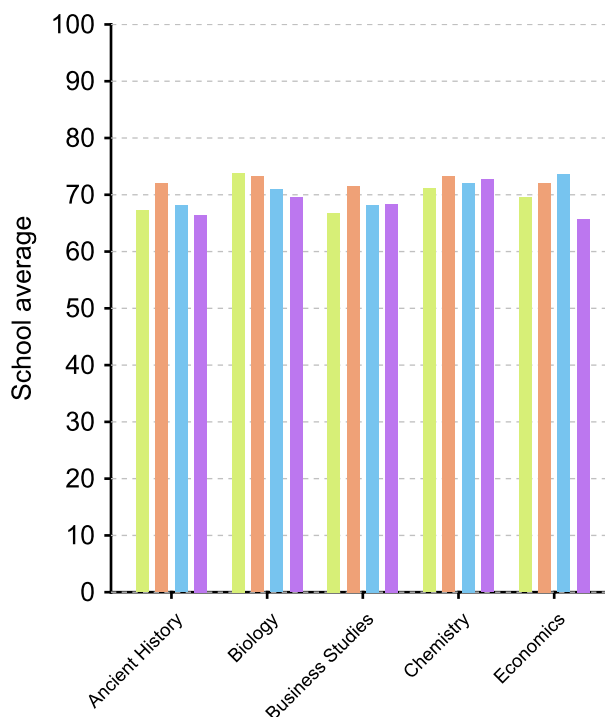
There has been an increase in bands 8, 9 and 10 in Numeracy in Years 7 and 9.

Percentage in bands:
Year 7 Numeracy

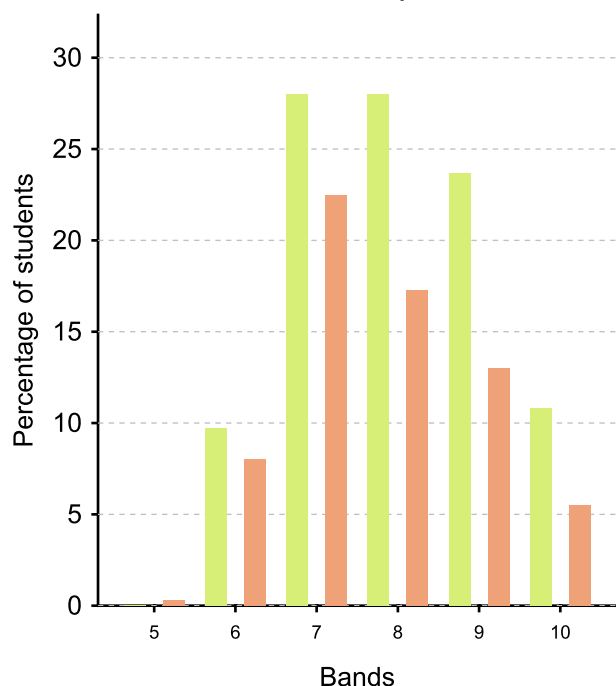


The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

There were some exceptional individual performances in the 2017 Higher School certificate. Most students who committed to entering Tertiary studies, are able to do so with the ATAR they achieved whilst studying at Randwick Boys' High School.



Percentage in bands:
Year 9 Numeracy

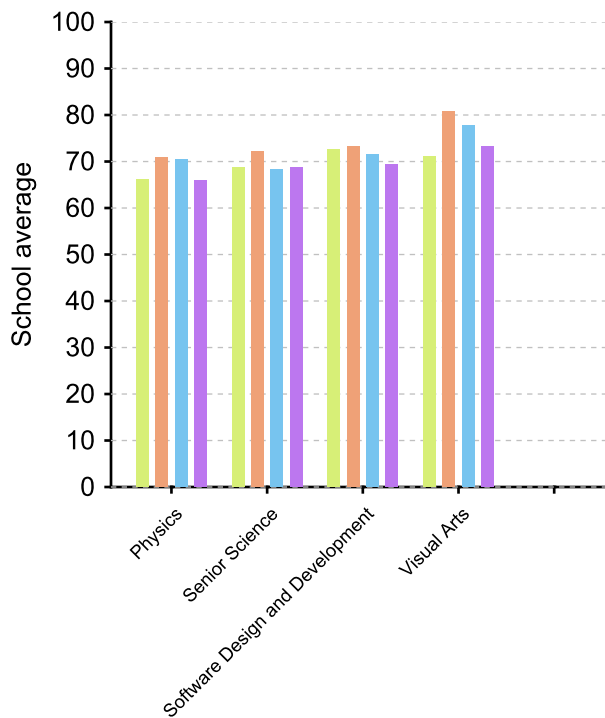
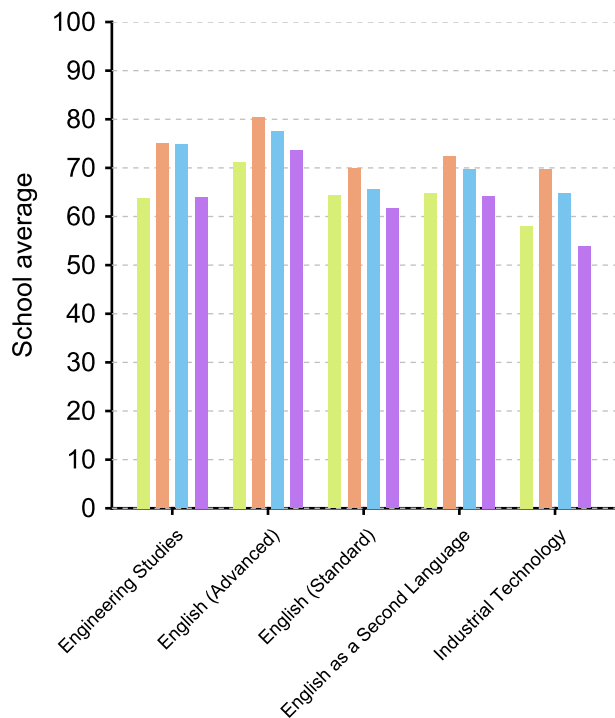


Percentage in bands:
Year 9 Numeracy



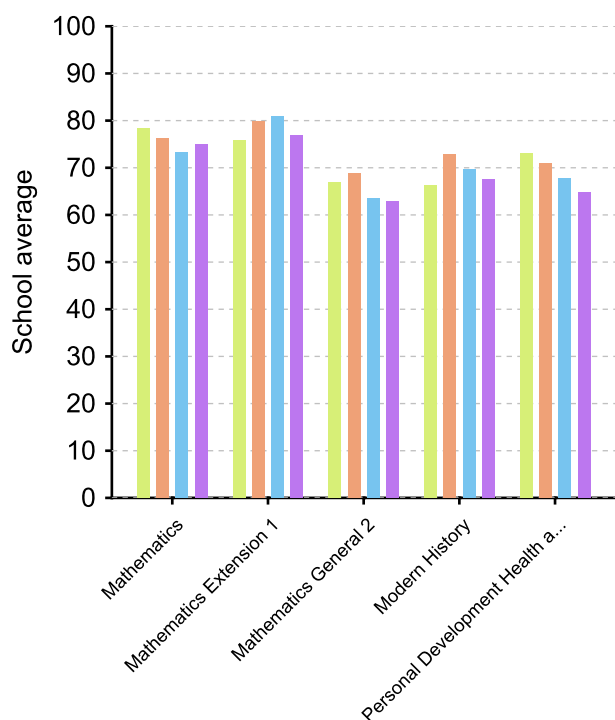
There has been an improvement in NAPLAN results in Year 7 and 9 in certain areas. Of particular note is fewer students in the lower bands.

Higher School Certificate (HSC)



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

Staff were surveyed on each of the five School development days. Staff indicated that, on the whole, they were extremely satisfied with the Professional Learning delivered to them and the Professional Learning opportunities available to them.

Students participated in the 'Tell Them From Me' surveys and the results were extremely positive. On the whole, students deemed their school engaging, professional, meeting their needs with many opportunities and a school that they would recommend to others.

Parents have strong views concerning the direction of the school. Parents and Citizens meetings were an avenue for parents to contribute to the School Plan, assist with Merit selection panels and the make up of the teaching staff, raise funds, promote our school and, again, on the whole, the satisfaction levels are extremely high.

Policy requirements

Aboriginal education

2017 has been a busy and productive year for our Aboriginal students who participated in an array of activities with enthusiasm. All Aboriginal students at Randwick Boys' High School made the transition into the next year cohort at the end of 2017.

Personalised Learning Plan meetings were held in

semester one and two with Mr Jackson and in consultation with individual students, parents/caregivers and The Department of Education's Aboriginal Education Consultant, Sharon Simms. The PLP's were successfully implemented and provided students with the opportunity to set and achieve goals in relation to their learning.

Our Aboriginal students in year 9 attended the Australian Indigenous mentoring experience (AIME) program held at Sydney University and progressed through the program to become mentors and earn their Australian Indigenous Mentoring Experience (AIME) 'Hoodies'. Student from Years 7 and 8 attended the AIME Knowledge is Power seminar in term 4.

Three students participated in the Duke of Edinburgh course with Mr Jim Dimopoulos participating in a 1 Day hike in the Blue Mountains region.

The Cultural Enrichment Team led a NAIDOC week assembly with the theme Our Languages Matter which included a presentation and power point by Samuel Jackson focusing on local language and inspirational Aboriginal leaders and their achievements. Students created artworks focusing on the theme 'Our Languages Matters' for NAIDOC week which were displayed at the assembly and around the school grounds for all to enjoy.

three students all performed the acknowledgment to country at whole school formal assemblies throughout the year for special days including Harmony Day, Multicultural Day Anzac Day and Presentation day.

One student spoke at a whole school assembly on the International Day of Disabled Persons sharing with us how multiple sclerosis impacts upon him and the daily challenges he has faced and overcome.

Multicultural and anti-racism education

The Randwick Boys' High School Anti-Racism contact officer was sought for advice three times during 2017. The Cultural Enrichment Team, as part of Strategic Direction 2, was formed and continues to promote Harmony, Diversity and Tolerance to all students in 2017. Incidents of disagreement based on culture, ethnicity and nationalistic beliefs have all declined since this team was established in 2015.