

Randwick Boys High School

Annual Report



2018



8161

Introduction

The Annual Report for **2018** 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

www.randwickb-h.schools.nsw.edu.au

randwickb-h.school@det.nsw.edu.au

9399 3122

Message from the Principal

Principal's Report 2018

It has been another very rewarding year at Randwick Boys' High School.

Firstly, I can confirm that the Department of Education has allocated planning funds for Randwick Boys' HS and Randwick Girls' HS in the state budget this year. The Department is now in the planning phase for an upgrade of facilities, which can include reviewing the existing infrastructure at the school, demographic changes and potential growth in the community and the other existing assets schools. As a school community, we have no other information surrounding any potential building works, scope of works, timeframes etc. The planning stage will take some time and we will need to be very patient regarding details. Consultation needs to take place with many agencies to ensure we are able to deliver the best facilities for our current and future students. It is an exciting time for our school community and we look forward to being able to share all details as they are confirmed.

Our students have worked extremely hard in 2018. The results that have been achieved have been very, very pleasing. Most students have been rewarded with outstanding reports and rewards. Our winning house, the Titans, scored the most 'points' for achievements in and out of the classroom and were rewarded with an invitation to attend the annual Jamberoo excursion in Term 4. We have had many group and individual celebrations in 2018. These include academic, social, emotional and environmental achievements from a range of students in our school. One of our goals is to ensure that students leave us as 'well rounded young men'. Judging by the efforts of students in 2018, we are reaching that milestone in most impressive ways.

Our staff, as always, have gone 'above and beyond' again this year. I am so pleased to state that collectively, we are extremely proud of what we do at our school, what we achieve and the many and varied opportunities that we are able to offer our students. We have had some staff changes in 2018 as some staff achieve promotion, move closer to home, change schools or retire from the profession. We are lucky that our staff are very stable and we have a small amount of staff turnover. It says a great deal about our school and students, when staff are happy at work and do not wish to change their workplace!

Our parents have once again offered our school a tremendous amount of support in 2018. Not just through fundraising and our contribution but also being involved on panels to appoint new staff, being part of the English portfolio discussions, attending meetings, organising Trivia Night and prizes, bbq's and assisting in so many other ways! The parent body works tirelessly for our students and our school and play a crucial role in ensuring our great school excels! I would like to thank all parents who have supported us in 2018 and continue to be strong advocates for our school.

One of the greatest elements of our school are the opportunities on offer. Academically, socially, emotionally, in the sporting arena, musically, artistically and offering a varied learning experience, are what we strive to provide our

students. We regularly outline opportunities in our weekly newsletter and on our website. Some of the highlights, in terms of opportunities, include:

Our School Show, a combined production with RGHS, over 350 students from the two schools singing, dancing and acting in a performing arts extravaganza, once again shone brightly. More than 50 students participated, with over 12 being in Year 12. This annual event is absolutely outstanding and I wish to thank all involved in ensuring it remains a huge part of our school culture.

We have enjoyed numerous learning experiences outside the classroom. There has been: Snow excursion, Great Barrier Reef excursion, National All Schools athletics and swimming representatives, Youth Frontiers, Duke of Edinburgh, Sports gala days, coaching Primary School students, participation in the Schools Spectacular, Choir showcases, musical performances at a local nursing home, Opera house visits to watch the Sydney Symphony Orchestra, University visits, debating, public speaking, external examinations and competitions, Project Based Learning, Language study– both at school and via NSW School of Languages, cultural events and celebrations!

This year, we were lucky to host a press conference for the Qantas Wallabies, Australian Rugby squad. Coach Michael Cheika addressed the media, whilst the Wallabies, NSW Waratahs and representatives from the Randwick Rugby Club were joined by Olympian, Pat McCutcheon and ran our students through their rugby drills. The Wallabies gave our players many tips and pointers to make them better players as well as better men.

As part of 'Men's Mental Health Week', old boy of Randwick Boys' High School, David Warner, ex Vice captain of the Australian Cricket Team, addressed our student body. He spoke of his school days, playing cricket as a professional, recent events in South Africa, as well as seeking professional assistance for his own mental health. David then took questions from the students, including one on his morals and ethics! He disclaimed later that some of the students had asked harder questions than the journalists!

One other highlight for our school was hosting a 'reunion tour' for the class of 1968. The 'Old boys', as part of their 50 year reunion, visited their old stomping ground. There were over 35 in attendance and they enjoyed catching up and reminiscing. They even donated \$2,300 to our school after collecting money as a thank you. We will use these funds in the coming year and thank the ex–students for their generosity!

Finally, I would like to mention the generous acts of kindness that are exhibited by our students. The standing on buses to give up their seat, the waiting and boarding buses last, acts of tolerance in our school and community, sharing, resilience, passion, strength, wit, faith, intuition, kindness, self–esteem, motivation, fortitude, work ethic, morals, courage, empathy, determination, manners, ingenuity, diligence, grit, effort, creativity and your love of learning. These 'immeasurable' characteristics do not appear on any league tables but are vital to our wonderful school and community.

Thank you for another outstanding year for our school.

Message from the school community

Dear Parents and Citizens of RBHS,

'It takes both sides to build a bridge.'

2018 was a great year for the Parents and Citizens of Randwick Boys' High School. The P&C welcomed new parents and continued to enjoy their successful cooperation with all members of staff as well as the school executive team.

I would like to warmly welcome Louise McNeil to the Randwick Boys' community. Louise joined the school as Deputy Principal at the beginning of the new school year. Thank you to her and the school's Principal, Lance Raskall, for their support and confidence in us. Thanks also to the P&C executive – Michelle B, Lyn S, Sarah B and Leanne B – as well as every member of the P&C – for their commitment to the school.

2018 started with a bang. We came back to a sparkling new outdoor basketball court, which gives the students a lot of joy every day! On the first day, the P&C hosted a Welcome Morning Tea for Year 7 parents with delicious treats. This has become a popular fixture on the P&C calendar and is a fantastic opportunity for new parents to meet others in the school community, ask questions and settle their nerves over a cuppa. A few weeks later, all families were invited to a BBQ and 'Meet the Teachers' night, where they could mingle with other parents and meet their sons' teachers in a casual atmosphere. This was followed by the school's 'Open Night' in March. Thank you to everyone helping with those and other events throughout the year – many hands really do make little work!

Our regular meetings on every third Tuesday of the month resumed in February and the AGM in March saw the new executive sworn in. In our meetings we discuss fundraising ideas, social events and hear from the school executive about school matters and how to play an active part in our sons' education. This year, there were many different ways to get involved. Parents were members of staff merit selection panels and witnessed English students present portfolios with examples of their work, a wonderful new initiative by the English department. It was great to see the pride our

students take in their work.

In 2018, the P&C introduced a voluntary annual financial contribution. Together we achieved a fantastic result with over \$10,000 raised – *Thank you and well done to all who contributed!* We also raised money through book packs, the annual Trivia Night and various sausage sizzles as well as through grants. The P&C, together with the school executive, is now deciding how to spend these funds to provide the best benefit to the most students. One idea is to contribute to the purchase of a mini bus that can be used to transport small groups of students to sport, music and other excursions.

Once again, we proudly sponsored the annual 'Show', a fantastic co-production of Randwick Boys' and Randwick Girls' High Schools, and supported Presentation Day, a day to celebrate the outstanding achievements of students at RBHS.

This year it was announced that Randwick Boys' High School has been prioritized for a major infrastructure upgrade in the 2018 NSW state budget. Along with considerations to change the school into a co-educational learning campus, this announcement makes for very exciting times to look forward to.

I would like to thank our wonderful, inclusive school community with our fabulous students at the forefront for a great year. Thank you to our team of dedicated teachers and the school's administrative team as well as Drago, the school's janitor. I am looking forward to another successful year for the P&C and our school.

Birgit Schickinger

P&C President 2018

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 Year12 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.

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.

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 & Learning;

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 2018, we continued our Project Based Learning initiative. It 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 & Learning;

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

The 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 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

Data

Purpose

Randwick Boys' High School is committed to the improvement of student outcomes through the use of qualitative and quantitative data. Analysis of data and improved Teaching and Learning following strategies to address any areas of need, are key areas of exploration.

Overall summary of progress

Randwick Boys' High School is committed to the improvement of student outcomes through the use of qualitative and quantitative data. Analysis of data and improved Teaching and Learning, following strategies to address any areas for improvement, are key areas of exploration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Qualitative survey of students, parents and teachers – Tell them from Me survey.	Professional Learning funds have targeted staff release for data analysis. All staff have completed the SCOUT data professional learning course.	The Tell them from Me surveys have been very useful in allowing staff data to improve Teaching and Learning.
Improved NAPLAN results	Numeracy and Literacy have been targeted at School development Days, Staff meetings and Faculty meetings to improve the NAPLAN results in these areas.	Numeracy and Literacy Teams have provided regular updates and areas of improvement, following analysis of NAPLAN.
Increase in percentage of students in top 3 bands	More students achieving in the higher bands in NAPLAN. Professional Learning funds have been allocated for staff training.	Numeracy has improved in 2018. Reading remains an area for improvement. Writing is gaining an overall shift towards the higher bands.
SCOUT data to determine baseline and value adding	All staff have undertaken Professional Learning in SCOUT data analysis. TEAMS meetings have been allocated to staff development in this area.	Staff have been trained and targets set for improved results over the next few years.
Growth in both short and extended responses in external examinations.	Whole staff adoption of the PEEEL scaffold when completing extended responses has seen a shift towards higher grades and bands.	Explicit teaching strategies and a common Language when completed extended responses has assisted students in gaining higher grades in short and extended responses in external examinations.

Next Steps

A wellbeing assessment review has been planned in 2018. The review will take place in the second year of our School Plan.

Professional Learning remains a priority to ensure our targets are reached and higher bands achieved by our students in both external and internal examinations and assessments.

Strategic Direction 2

Inspired Teaching and Learning

Purpose

Randwick Boys' High School strives for excellence in all aspects of education. Teachers are committed to providing quality teaching and learning that supports all students in achieving their personal best. Assessment and feedback are essential tools in fostering the learning and development of students. Teachers' professional development is critical in ensuring that our educational practice is future-focussed, relevant and challenging. Further, the attainment of literacy and numeracy standards is paramount in student learning and results. Teaching and learning at Randwick Boys' High School will be holistic, supportive and inspired.

Overall summary of progress

Randwick Boys' High School strives for excellence in all aspects of education. Teachers are committed to providing quality teaching and learning that supports all students in completing their personal best. Teaching and Learning at Randwick Boys' High School will be holistic, supportive and inspired.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value-added growth for students in internal assessment, NAPLAN and HSC results	Students have been assisted in an attempt to strengthen their Literacy and Numeracy in external and internal assessments and examinations. Staff have been trained in analysing data to assist in this endeavour.	there is a Literacy and Numeracy focus throughout the school., specifically explicit instruction to ensure students are supported in their learning, development and ability to engage in all subject areas at a higher level.
All faculty assessment, teaching and learning programs are NESA compliant, including updates and regular evaluation takes place	Funds have been allocated for Faculty Programming to ensure all teaching and learning programs are compliant, especially new courses and syllabuses.	All faculties have participated in Faculty Programming and scope and sequence improvement activities.
Teachers have accrued at least 50% of their professional learning hours for accreditation	Professional Learning and improvement are key priorities for all staff.	All staff are on track to meet NESA requirements in terms of Professional Learning hours.

Next Steps

There is a continual focus on reflection and review of teaching practice and providing teachers with opportunities to participate in Professional Learning.

Strategic Direction 3

Community Communication and Engagement

Purpose

Randwick Boys' High School is committed to the development of communication and engagement by improving the community's perception of RBHS and by enhancing learning partnerships with other educational institutions and the wider community, which will be driven by innovative and dynamic communication strategies.

Overall summary of progress

Randwick Boys' High School is committed to the development of communication and engagement by improving the communities perception of our school and enhancing learning partnerships with other educational institutions and the wider community, which will be driven by innovative and dynamic communication strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Anecdotal and survey evidence regarding reputation of our school and our perceived standing in the community.	Tell them from Me surveys indicate a growth in student connectedness with our school.	Year 7, 8 and 9 have the largest number of students. We expect this trend to continue.
Increase in number of students attending RBHS.	Year 7, 2018 has seen the largest cohort arrive in Year 7 for some time. Publicity in mainstream media has been increased.	Year 7, 8 and 9 are our largest cohort in terms of student numbers.
Greater ongoing partnerships formed between the corporate sector and the school.	We have begun discussions with UNSW in terms of the possibility of sharing facilities and opportunities for our students.	UNSW and RBHS has met a number of times in 2018 to work on mutually agreeable opportunities for each others' students.
Growth in the number of ongoing partnership opportunities between RBHS and local Primary schools	Our Transition Team and Advisor work extremely hard at furthering opportunities between our school and local Primary Schools.	Discussions are underway to improve the relationship between some Primary schools and our school.

Next Steps

An expansion of the involvement of local Primary schools in events, lessons, programs, projects and excursions with our school have been discussed, planned and will be implemented in the coming years.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	In 2018, Aboriginal students participated in the AIME program. Some students were also involved in the Creating Chances program as well.	Aboriginal students reported being connected to our school and most are engaged in their learning
English language proficiency	English Language Proficiency is an area that needs improving across the whole school, according to all relevant data. Professional Learning has been targeted to address this concern.	Literacy team has new targets, Common Language used across all subjects.
Low level adjustment for disability	All students need access to the curriculum and educational opportunities. It is imperative that our students are supported to do so.	All students feel supported and are accepted for who they are and differences are celebrated.
Quality Teaching, Successful Students (QTSS)	Quality Teaching has been imbedded in all Programs across all faculties	Programs have been updated and scope and sequences have been improved.
Socio-economic background	Opportunities have been provided for all students to access the curriculum as well as co-curricular activities and opportunities.	All students are supported in their learning and have equal opportunities to access educational advancement.
Support for beginning teachers	Beginning Teachers have time and mentors to assist their progression as well as time off class for preparation etc.	Beginning teachers feel supported and
Targeted student support for refugees and new arrivals	Our new arrivals are supported with a strong transition program.	students report being supported and valued.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	678	624	633	602
Girls	0	0	0	0

Randwick Boys' High School continues to enrol new students in most year groups. Our largest cohorts are in Years 7 and 8. Years 10, 11 and 12 are our smallest cohorts in terms of numbers of students. We have worked extremely hard to attract quality students and, we are proud to say, that we have done so. Our Extension/Gifted and Talented stream continues to grow and each year, the number of applicants increases. Already for 2019, we have the largest number of applications for Year 7 that we have had in many years. We continue to have a waiting list of prospective students in Years 7 – 11.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.2	92.4	93	93.9
8	91.3	90.4	90.6	90.4
9	89.9	90.7	89.6	87.4
10	89.7	88.7	86.5	86.5
11	88.4	91.9	90	87.7
12	90.7	87.9	92.3	91.2
All Years	90.5	90.3	90.3	89.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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 2018 and obviously need to be attending, participating in their learning and working with diligence and sustained effort. Attendance has increased in all other year groups as students are engaged in their learning.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	8	9
Employment	1	3	10
TAFE entry	2	3	5
University Entry	0	0	72
Other	0	2	2
Unknown	0	2	2

Year 12 students undertaking vocational or trade training

In 2018 there were 20 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

97% of Year 12 students attained a Higher School Certificate in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	32.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	8.88
Other Positions	1

*Full Time Equivalent

In 2018 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 and our latest School Plan. 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	559,792
Revenue	7,752,149
Appropriation	7,190,261
Sale of Goods and Services	105,683
Grants and Contributions	420,814
Gain and Loss	0
Other Revenue	27,595
Investment Income	7,796
Expenses	-7,681,702
Recurrent Expenses	-7,681,702
Employee Related	-6,814,644
Operating Expenses	-867,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	70,447
Balance Carried Forward	630,239

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Randwick Boys' High School was identified by the NSW State Government as a school that will be 'upgraded'. Our facilities have been maintained; however, they are dated and aging. Schools Infrastructure visited the school once in 2018 and spent time walking around the school and identifying areas of need. Due to the upgrade, which was noted in the 2018 Budget, monies have been set aside for school identified needs on top of the upgrades. We have also explored the possibility of purchasing a school mini bus and funds have been reserved for this purpose.

Financial summary equity funding

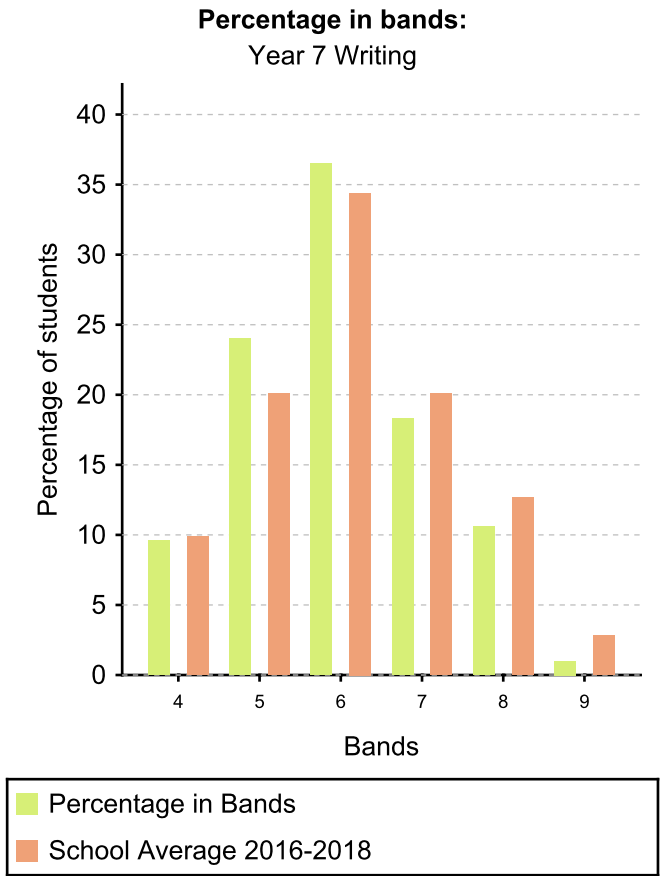
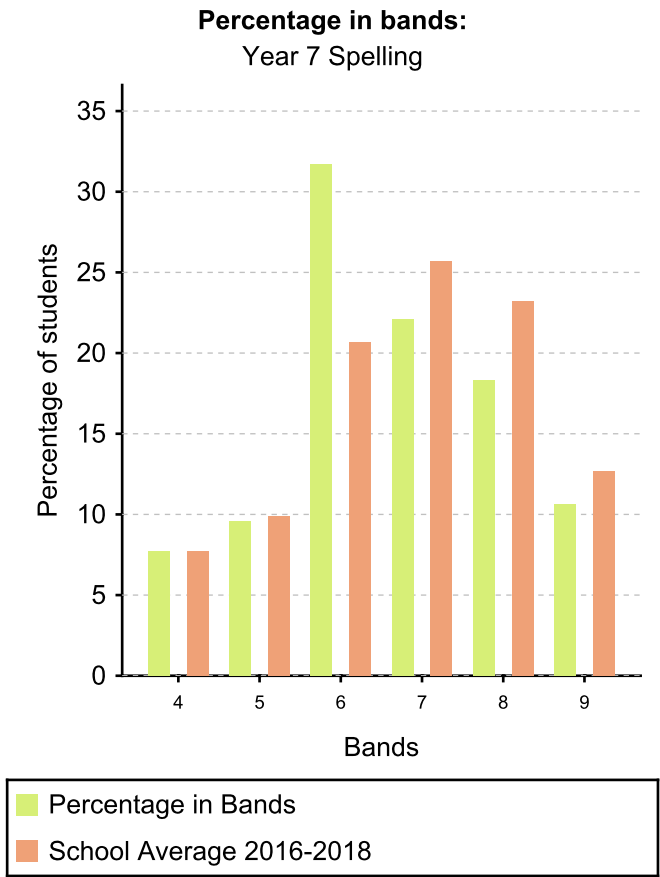
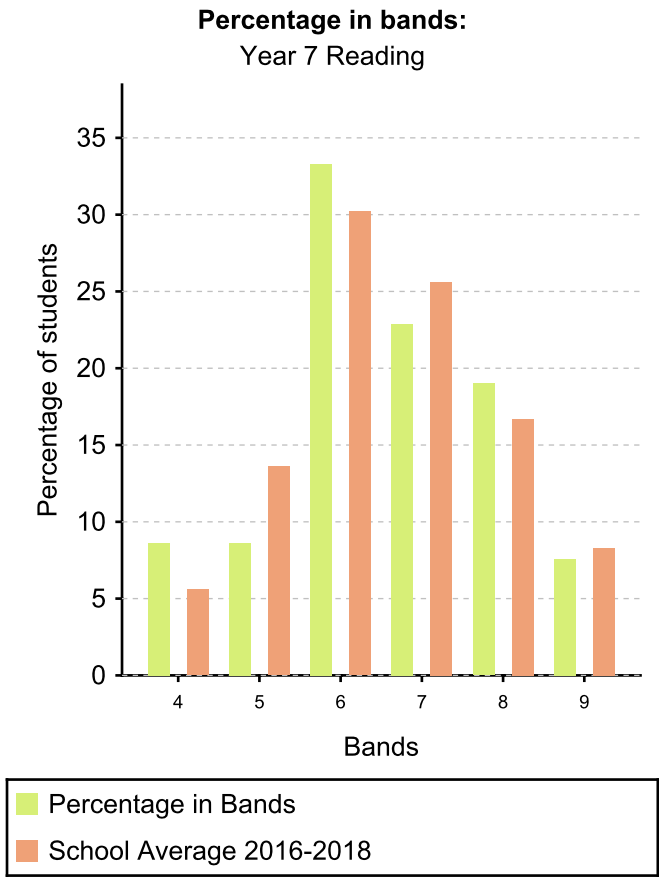
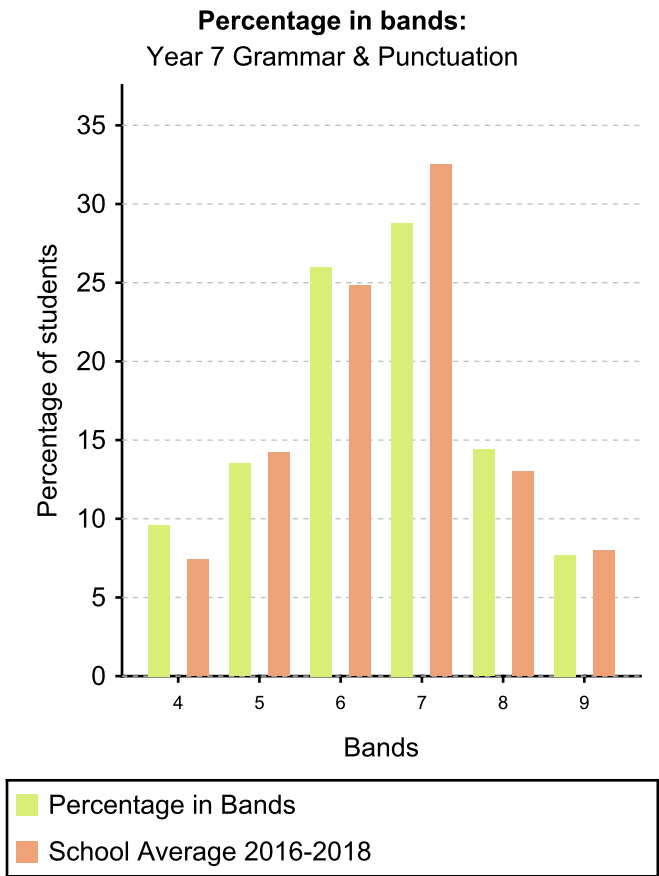
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	6,175,442
Base Per Capita	122,441
Base Location	0
Other Base	6,053,001
Equity Total	420,201
Equity Aboriginal	14,805
Equity Socio economic	46,293
Equity Language	198,178
Equity Disability	160,925
Targeted Total	202,249
Other Total	109,642
Grand Total	6,907,534

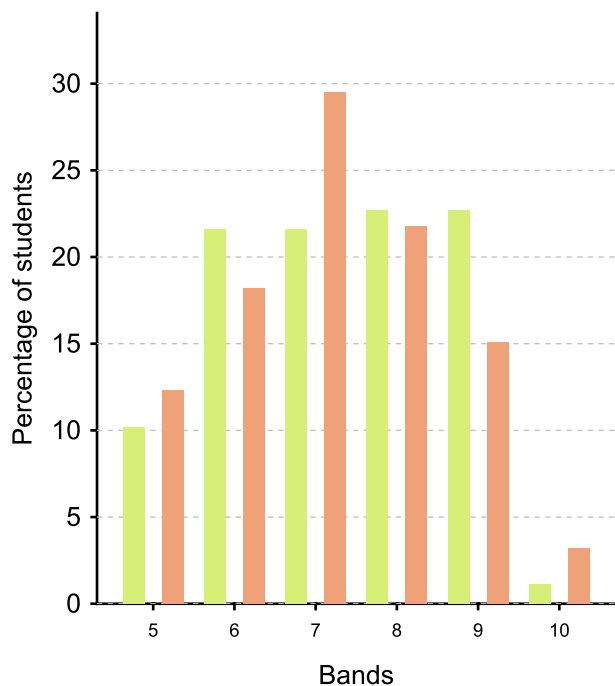
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

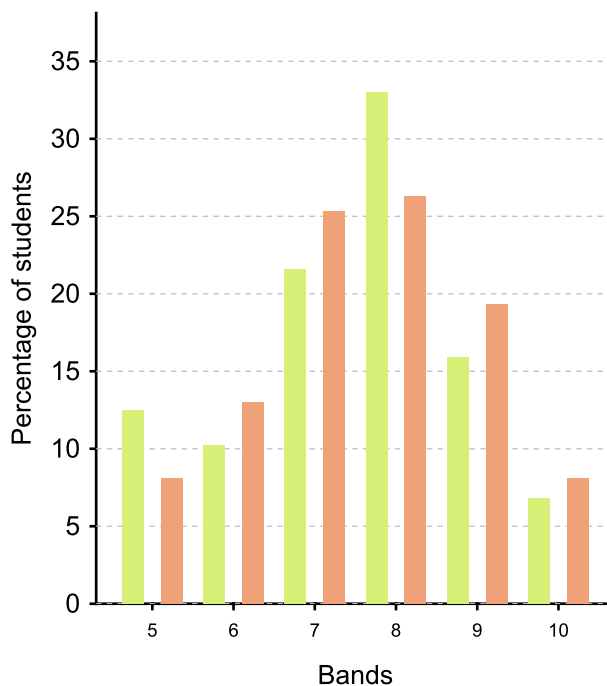
Literacy has shown an increase of students achieving the higher bands; however, the majority of students still achieve in the middle bands



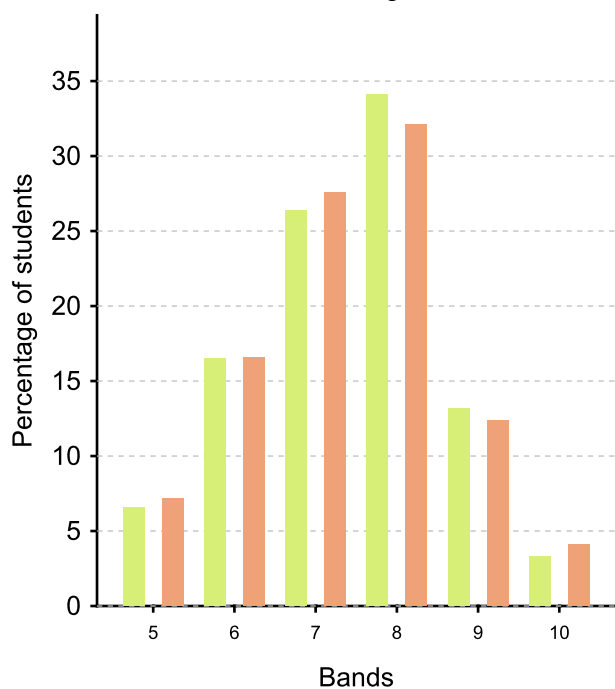
Percentage in bands:
Year 9 Grammar & Punctuation



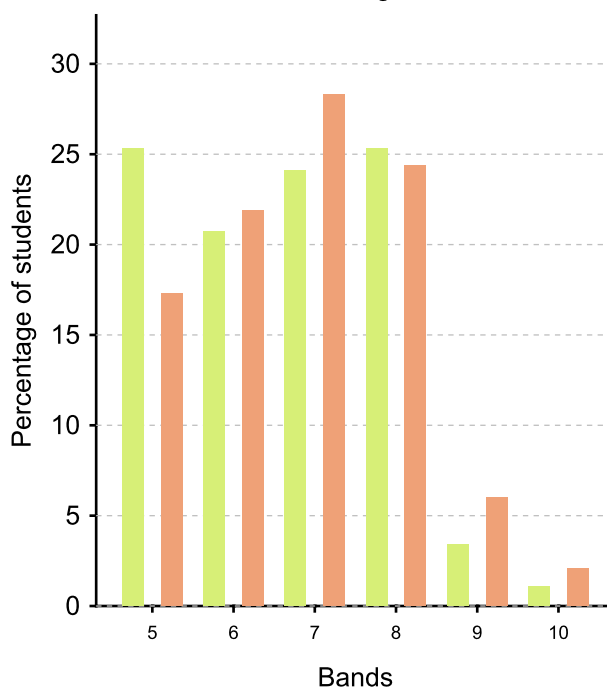
Percentage in bands:
Year 9 Spelling



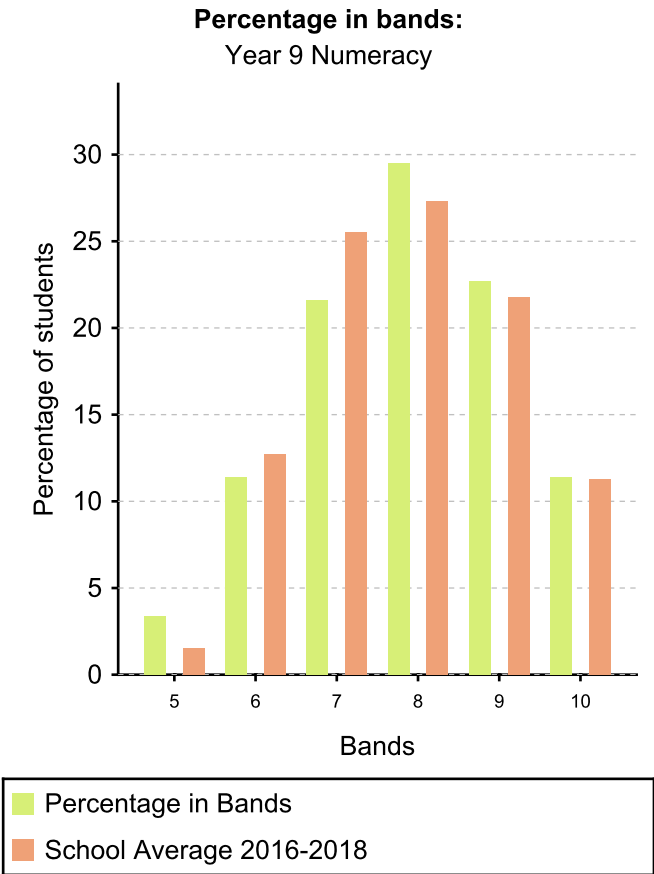
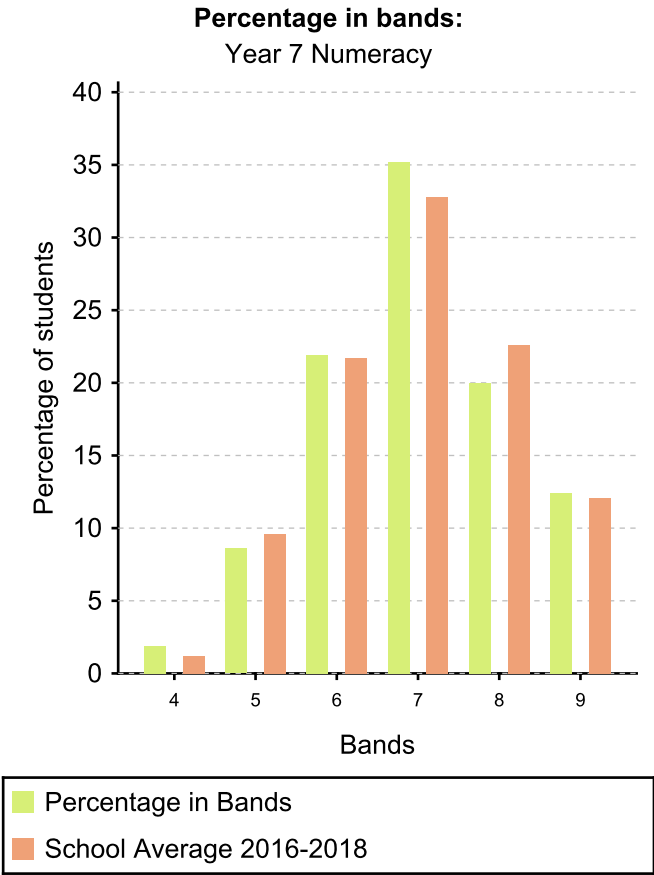
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Numeracy data indicates strong growth in NAPLAN results in Year 7 and 9. There is 'value adding' from Year 7 to Year 9, which is most pleasing. There is also an impressive increase in the number of students in the higher bands.



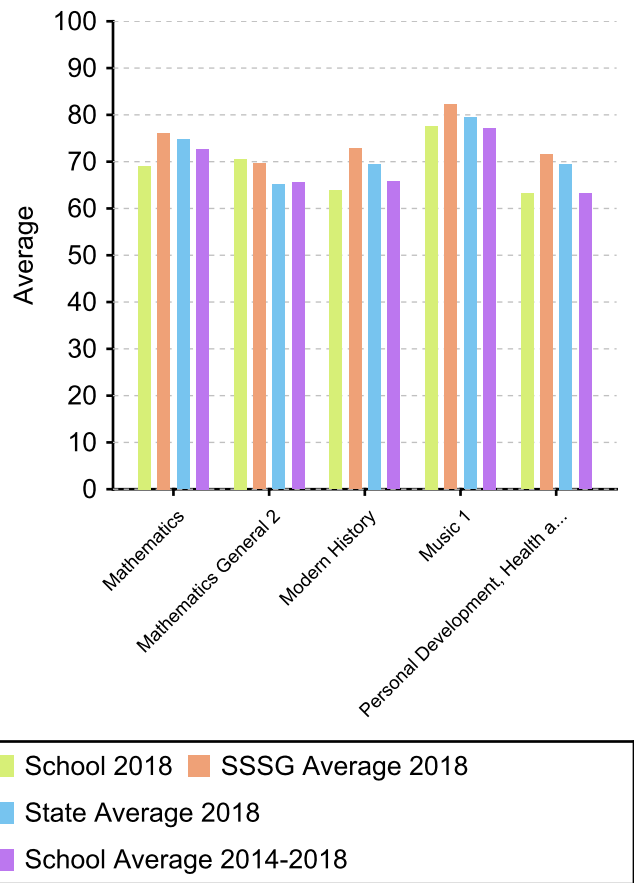
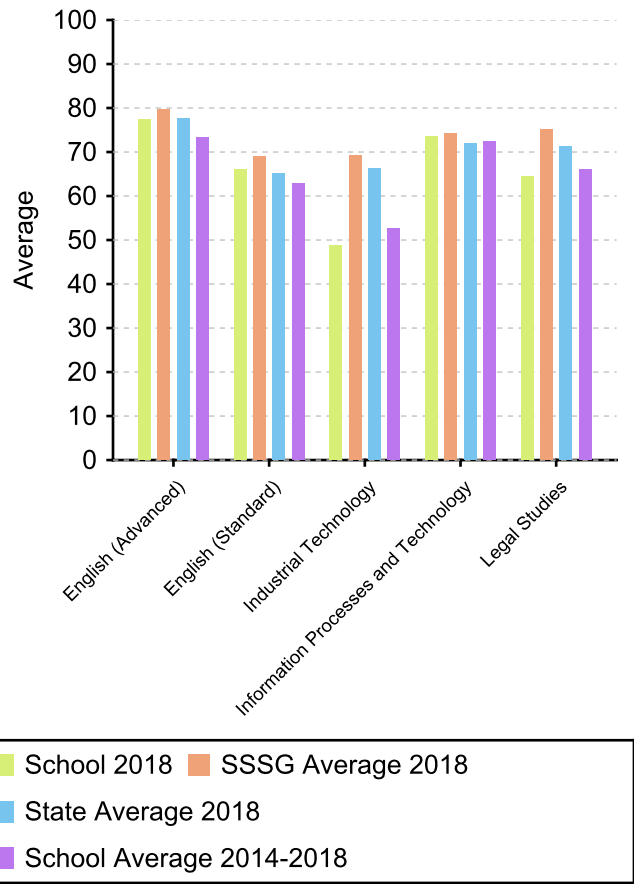
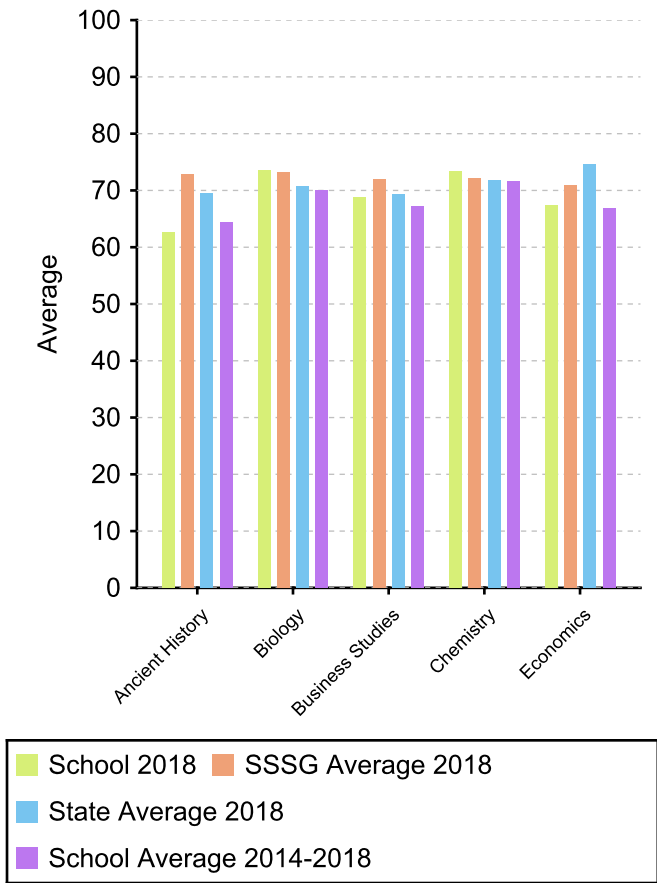
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

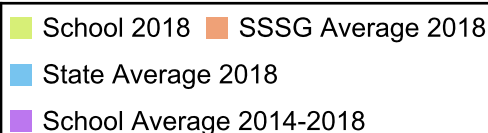
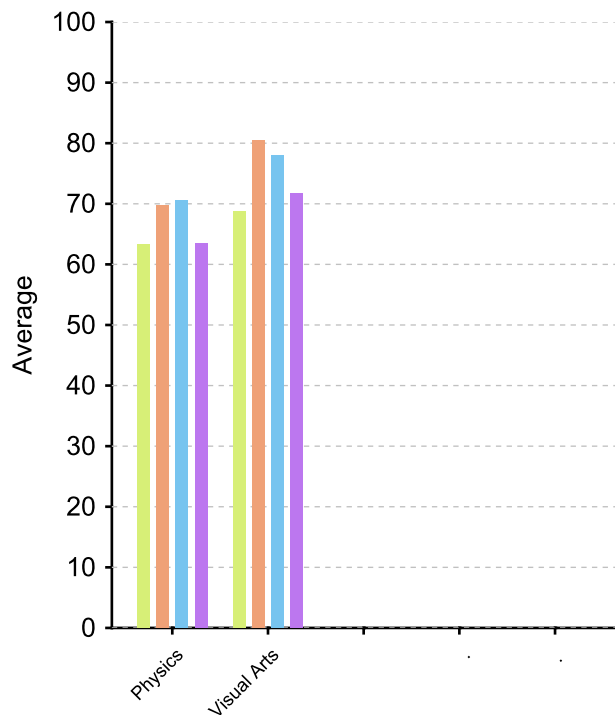
Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

Aboriginal students at Randwick Boys' High School have performed well in the 2018 NAPLAN assessment. Numeracy seems to be improving; however, Reading and writing is an area that needs to be addressed.

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 has been an increase in student achieving higher bands form one year to the next, over the last few years. Student achievement in 2018 was pleasing, with strong results in Numeracy.





Evidence in the HSC results table indicate that the average in each subject is increasing in almost all subjects. Growth has continued over the past three years and we expect that growth to increase even more over the next few years.

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.

We are always striving to improve how we do things and what we do, as a school. This reflection will continue and drive our School Planning for the years ahead.

Policy requirements

Aboriginal education

2018 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 2018.

Personalised Learning Plan meetings were organised with Mr Bennett and in consultation with individual students, parents/caregivers and The Department of Education's Aboriginal Education Consultant,. 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 various years 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'.

Two Aboriginal 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 'Because of her, we can' which included a presentation and power point by Joshua Bennett focusing on female role models in the lives of our Aboriginal students. One students' grandmother addressed the assembly and explained her story and upbringing. A guest didgeridoo player entertained students and staff and demonstrated the technique involved in circular breathing.

Four 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.

One student was chosen to present the acknowledgement of Country at the NSW Teachers' Federation launch of their 100 years in NSW. He completed the acknowledgement with confidence and was justly recognised by everyone present.

Multicultural and anti-racism education

The Randwick Boys' High School Anti-Racism contact officer was sought for advice twice during 2018. Incidents of disagreement based on culture, ethnicity and nationalistic beliefs have all declined amongst the student body. Students are tolerant of differences and respect the fact our school community is made up of over 66% of students from Non-English speaking backgrounds.