

Ramsgate Public School

2019 Annual Report



3830

Introduction

The Annual Report for 2019 is provided to the community of Ramsgate Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

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

School context

Ramsgate Public School with a population of 555 students prides itself on being the centre of its community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school is supported by a dedicated parent community. Our students come from diverse socio economic and cultural backgrounds. Staff professional learning has developed Growth Mindset approaches to develop "the whole child" in a strengths based and future-focussed context. Our highly professional and dedicated staff is committed to achieving academic growth for all students with one year of learning achieving one year of growth. Staff professional learning is strategically designed to ensure ongoing improvement in pedagogy. Student academic, performance, social, cultural and sporting achievements are showcased and celebrated at every possible opportunity. The school has a wide range of extra-curricular activities with a strong focus on the arts and sport. Student wellbeing is underpinned by Positive Behaviour for Learning. There is a focus on innovative pedagogy to support future-focussed learning including an established Bring Your Own Device model and professional learning on Flexible Learning strategies and pedagogy.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Highly Effective Learning

Purpose

Effective learning programs provide explicit instruction, engagement and multidimensional learning experiences. Learning experiences promote responsible, resilient and respectful citizens who can work independently and collaboratively

Improvement Measures

Increased number of students demonstrating the use of goals to improve their learning and wellbeing.

An increase in students K–6 articulating and applying formative feedback in Literacy by referencing "Visible Learning" strategies.

An increase in students K–6 articulating and applying formative feedback in Numeracy by referencing "Visible Learning" strategies.

Progress towards achieving improvement measures

Process 1: Visible Learning

The implementation of a consistent school-wide learning pedagogy based upon John Hattie's Visible Learning.

Evaluation	Funds Expended (Resources)
Teaching programs and professional learning reflect current evidence-based practices	RAM FUNDS
NAPLAN results indicate a positive shift in student growth.	

Process 2: Visible Learning – Growth Mindset

The school will develop a learning culture of aspirational high expectations through the analysis of current feedback practices and Growth Mindset principles.

Evaluation	Funds Expended (Resources)
Please refer to Visible Learning Project which is a joint project across both Bayside Schools	
A decision was made at the end of 2018 to refine the School Plan to focus on one process for each Strategic Direction.	

Strategic Direction 2

High Quality Teaching

Purpose

To maximise teacher engagement and improve student learning by supporting a committed, professional team of teachers who are highly trained and engaged in a collaborative environment using an evidence-based approach

Improvement Measures

Increased collaborative planning resulting in Consistent Teacher Judgement and implementation of precision feedback and instruction.

Increased evidence of flexible teaching and learning pedagogy embedded within teacher practice.

Progress towards achieving improvement measures

Process 1: Collaborative Planning

The school will develop a learning culture of explicit and effective evidence-based teaching methods that optimise learning progress for all students. Staff collegiality and consistency will be enhanced through strategic and regular collaborative planning.

Evaluation	Funds Expended (Resources)
Lessons are systematically planned across each stage as a part of a coherent program that is collaboratively designed. School data shows that student progress on external measures (NAPLAN) is consistent with that on internal measures.	RAM Funding Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: Futures Learning

A strategic professional learning and planning model to support consistent application of flexible teaching and learning pedagogy including the use of digital resources such as Google Classrooms across Stages 2 and 3 and expanding to Stage 1.

Evaluation	Funds Expended (Resources)
A decision was made at the end of 2018 to refine the School Plan to focus on one process for each Strategic Direction.	RAM FUNDS

Process 3:

Evaluation	Funds Expended (Resources)
A decision was made at the end of 2018 to refine the School Plan to focus on one process for each Strategic Direction.	RAM FUNDS

Strategic Direction 3

Self-improving Community

Purpose

Strategic and effective leadership to develop a culture of high expectations and shared responsibility for student success and school wide improvement, through engagement and collaboration with parents and the broader community

Improvement Measures

Increased parent and carer participation in surveys and increased satisfaction as reported by Tell Them From Me survey data.

Teaching staff at Ramsgate PS will collaborate with Bayside colleagues in developing and implementing annual Action Research Projects in Literacy and Numeracy to improve teacher practice across the Bayside Community of Schools.

Increased number of teachers undertaking leadership responsibilities.

Progress towards achieving improvement measures

Process 1: Distributed and Instructional Leadership

The leadership team develops distributed "instructional leadership" to sustain a culture of high expectations and community engagement.

Evaluation	Funds Expended (Resources)
Teachers professional development is supported by a coordinated whole school approach. Professional learning in the school emphasises instructional leadership A cohesive community as parents have the opportunity to engage in a range of school related activities.	RAM FUNDS

Process 2: Bayside Community of Schools – Shared Practice

Teaching staff demonstrate expertise within their school and across Bayside Community of schools, leading to ongoing student improvement.

Evaluation	Funds Expended (Resources)
Please refer to Visible Learning Project which is a joint project across both Bayside Schools A decision was made at the end of 2018 to refine the School Plan to focus on one process for each Strategic Direction.	

Process 3:

Evaluation	Funds Expended (Resources)
Please refer to Visible Learning Project which is a joint project across both Bayside Schools A decision was made at the end of 2018 to refine the School Plan to focus on one process for each Strategic Direction.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$7 942.00)	Planning for learning is and wellbeing in consultation with parents has increased.
English language proficiency	Funding Sources: • English language proficiency (\$184 398.00)	NAPLAN writing results above state and like schools
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$16 944.00)	Clear and accurate analysis of individual student progress data informs future planning
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$101 060.00)	Teachers collaborate across teams to share knowledge and plan for student learning to inform programs and lessons.
Socio-economic background	Funding Sources: • Socio-economic background (\$43 818.00)	Planning for individual students is informed by holistic information about each student's wellbeing and learning needs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	289	302	277	277
Girls	254	268	264	260

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	94.5	92.9	93.3
1	93.8	94.3	94.7	92.5
2	93.8	93	93.9	94.6
3	94.5	94.3	94.6	93
4	93.9	94.3	94.4	92.9
5	94.4	92.8	93	94.1
6	93.3	94.3	92.2	90.1
All Years	94.1	94	93.8	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.86
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.4
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	658,136
Revenue	5,028,318
Appropriation	4,705,537
Sale of Goods and Services	9,600
Grants and contributions	307,102
Investment income	5,880
Other revenue	200
Expenses	-4,905,031
Employee related	-4,418,197
Operating expenses	-486,834
Surplus / deficit for the year	123,287

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	175,619
Equity Total	407,566
Equity - Aboriginal	7,942
Equity - Socio-economic	43,818
Equity - Language	184,398
Equity - Disability	171,409
Base Total	3,825,873
Base - Per Capita	126,939
Base - Location	0
Base - Other	3,698,933
Other Total	289,068
Grand Total	4,698,127

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

During 2019 Ramsgate students and families were once again invited to participate in the Tell Them From Me survey program. Students in Years 5 and 6 completed two rounds of surveys.

Member added questions in this survey for Ramsgate PS sought data on our Positive Behaviour for Learning School Expectations. 76% of students responded that their experiences were Always/Usually Safe, Respectful and actively engaged with Learning. At the other end of the scale less than 6% replied that their classroom experiences were sometimes unsafe, unkind or disrespectful.

81% of parents reported the school is a very supportive and good quality school that they would highly recommend.

Students with positive behaviour at school. Students that do not get in trouble at school for disruptive or inappropriate behaviour.

91% of students report positive behaviour compared with 83% as the NSW norm.

Effort at RPS. Students try hard to succeed in their learning.

94% of students in this school tried hard to succeed. The NSW Government norm for these years is 88%. 97% of the girls and 93% of the boys in this school tried hard to succeed. The NSW Government norm for girls is 90% and for boys is 85%.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.