

# 2020 Annual Report

## Ramsgate Public School



3830

# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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 it's 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>

## 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)
Professional learning based on John Hattie's Visible Learning was undertaken by all staff and saw the explicit implementation across K-6 of the Six Learner Dispositions. The Dispositions were collaboratively created by the school community to ensure that there was an increase in students showing responsibility and resilience with their learning and a scope and sequence was created to ensure consistency across the school. Teachers are also systematically embedding Learning Intentions and Success Criteria into writing lessons which has resulted in an increased number of students using goals in Literacy to improve learning outcomes.	

##### 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)
Growth Mindset has been embedded into the Visible Learning project.	

## 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)
Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.	Targeted teaching resources have been allocated to allow time for collaborative planning for student improvement  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$33000.00)</li></ul>

##### 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)
Google Classrooms were expanded and used K-6 to support Learning from Home in terms two and three. This resulted in equity of access for all students and greater than expected outcomes during unprecedented times.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>(\$0.00)</li></ul>

##### Process 3:

Evaluation	Funds Expended (Resources)
There was no third process	

### 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)
Distributive leadership resulted in an increase of professional learning being led by expert teachers. Two teachers completed the Shadow Leadership program and both have undertaken leadership roles for 2021.	

##### 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)
Due to COVID restrictions, projects across the Bayside Community of Schools were unable to proceed.	

##### Process 3:

Evaluation	Funds Expended (Resources)
There was no third process	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$218 768.00)</li> </ul>	All ESL students made expected or beyond expected growth on the ESL progressions. New arrival students were able to be supported within classrooms after just a short period of withdrawal to focus on survival language.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$109 384.00)</li> </ul>	85% of targeted students successfully completed Mini Lit, Multi Lit and Early phonics programs. Specific resources such as visual timetables, records of individual adjustments, team teaching and differentiation resulted in growth for all students.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$99 211.00)</li> </ul>	This resource has provided time to enable teachers to engage in collaborative practice across their stage to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$44 360.00)</li> </ul>	Increased access to curriculum resources and extra curricular activities is focusing on ensuring greater equity of learning and well being outcomes for students.



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	302	277	277	302
Girls	268	264	260	267

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	92.9	93.3	95.1
1	94.3	94.7	92.5	95
2	93	93.9	94.6	95.1
3	94.3	94.6	93	95.6
4	94.3	94.4	92.9	93.2
5	92.8	93	94.1	94.2
6	94.3	92.2	90.1	95
All Years	94	93.8	93.1	94.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	21.96
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	4.06

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	781,423
<b>Revenue</b>	5,356,131
Appropriation	5,115,331
Sale of Goods and Services	4,141
Grants and contributions	232,025
Investment income	1,807
Other revenue	2,826
<b>Expenses</b>	-5,271,984
Employee related	-4,748,688
Operating expenses	-523,297
<b>Surplus / deficit for the year</b>	84,147
<b>Closing Balance</b>	865,570

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	170,417
<b>Equity Total</b>	488,557
Equity - Aboriginal	5,957
Equity - Socio-economic	44,360
Equity - Language	262,730
Equity - Disability	175,510
<b>Base Total</b>	4,078,095
Base - Per Capita	129,151
Base - Location	0
Base - Other	3,948,944
<b>Other Total</b>	266,146
<b>Grand Total</b>	5,003,214

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

TTFM student survey results indicated that 89% of students had high advocacy at school and high expectations for success which was above both SSSG and State results. This was an increase result on the previous three years. There was a decrease sense of belonging reported by year six students.

TTFM Parent results showed 87% would recommend the school to new families but 8% would not. 88% of parents reported that their child has a positive sense of belonging and 5% of parents responded that their child sometimes feel that they don't belong. 90% of parents responded that their child is in their first choice of public school. Survey results regarding communication and parental connection to school were poorer than in previous years but were likely skewed due to COVID restrictions preventing parents coming onto school grounds, meeting face to face with teachers and attending events.

Parents were very positive about the support they received from the school during the Learning From Home period where there was 100% uptake in devices loaned to families to support remote learning.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.