

# 2021 Annual Report

## Randwick Public School



4250

# Introduction

The Annual Report for 2021 is provided to the community of Randwick 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 Strategic Improvement 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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Randwick Public School

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## School vision

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners and informed citizens, to participate in and contribute to their community.

We believe that education should take place in a fully inclusive environment with equal opportunities for all, where the well being of students, staff and community are supported through a safe and nurturing environment in accord with the school values: Be respectful, Be Responsible and Be a Learner.

Quality learning programs are planned, implemented and evaluated to improve student outcomes. All educators access the latest research and evidence-based teaching and learning strategies through ongoing professional learning in order to stay at the forefront of best educational practice.

Relationships between the staff, students, parents and the wider community are respectful and positive. All members of the school community work collaboratively and with the knowledge of collective responsibility to improve student learning outcomes, well being and engagement.

## School context

Randwick Public School is located in the Eastern Suburbs, adjacent to Randwick Junction, Coogee Beach, Randwick Racecourse, the University of New South Wales and The Prince of Wales Hospital.

Randwick Public School (enrolment 970 students, including 41% from a non-English speaking background), provides a nurturing and welcoming environment for students from diverse cultural and socio-economic backgrounds.

Staff actively participate in the development and leadership of quality learning programs.

An active parent body provides a source of knowledge and expertise for stimulating programs as well as an excellent resource base for teaching and learning. Targeted fundraising supports specific school initiatives and equity through an annual P&C budget process and scholarships in instrumental music programs.

Strong academic results and a focus on continuous improvement, particularly in the areas of literacy, numeracy, technology, student welfare and leadership, support a broad, inclusive program. Differentiated class teaching programs, programs for gifted and talented students, learning support and EALD ensure individual student learning needs are met. There are high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs including two languages (Community language other than English-Mandarin, and Primary language other than English-Italian).

The school has completed a situational analysis from the collection of survey data, ongoing analysis of performance data and staff focus groups. The areas for the school plan from this process are:

1. **Student growth and attainment** is historically high and has improved overall since 2014. There was a slight drop in growth in 2019 with the school moving to the NAPLAN online testing program. Student growth and attainment remains above SSSG in both Reading and Numeracy in both Year 3 and Year 5. The average scaled growth is slightly higher than SSSG in Reading and Numeracy but is below the expected growth. Few students score in the bottom two bands in Year 3 and Year 5. Gap analysis reveals only comparatively weaker areas. The greatest impact on student achievement and growth is inconsistent and apparent negative growth for very high achieving students, however this may be an artefact of the testing process which is stated to be unreliable for very high achieving students. TTFM data suggests that some students with high skill levels do not feel challenged and so the school will continue to look at ways in which differentiation of the curriculum beyond stage outcomes may provide more consistent growth in the top two bands. Focus groups: EALD students (43% of school population) demonstrate similar or superior outcomes and Indigenous students (9%) consistently meet the government target.
2. **Wellbeing and engagement** was identified as an area for focus from TTFM data, school data and observations. PBL commenced in 2020 and will be ongoing to build student cohesion across such a large complex and diverse school and ensure every student is known, valued and cared for. Student voice and leadership are important elements as well as increasing parent involvement as partners in their child's learning.
3. **Investing in our people** forms an integral part of achieving both the growth and development of our staff, the development of future leaders and to support achievement of SD1 and SD2 goals. A young and changing teaching team requires both curriculum, student management and emotional support if they are to continue to contribute at a high level to student and school improvement. Professional Learning will target key areas as identified in effective classroom management, effective student feedback, data skills and use, curriculum knowledge and visible learning.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student learning outcomes in reading and numeracy we will implement research based instructional design to meet the needs of all learners and develop whole school processes for sharing and analysing data to ensure all students make expected progress and learning programs are meeting student needs.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school Systems and processes
- Data informed teaching and learning
- Personalised Learning for High Needs students

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$65,557.71

**Literacy and numeracy intervention:** \$58,861.95

: \$22,424.00

**Low level adjustment for disability:** \$108,987.01

**Socio-economic background:** \$10,729.07

**New Arrivals Program:** \$22,755.00

**English language proficiency:** \$137,463.20

**Integration funding support:** \$477,599.00

### Summary of progress

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#### WHOLE SCHOOL SYSTEMS AND PROCESSES

##### Get Reading Right

Teachers are confident in using Get Reading Right to teach phonics. Following professional learning, Kindergarten staff have continued to reflect upon the program at meetings and analyse student data to ensure programs meet student learning needs.

Comprehensive resources have been compiled and utilised in the classroom. A scope and sequence has been developed and used to program across all Early Stage 1 classes. Teachers have been able to teach the program which will continue into 2022. The scope and sequence will be modified slightly to ensure comprehensive overlap into the Year 1 program, InitialLit.

##### Maths Pathway

The implementation of Maths Pathway to Years 4, 5 and 6 has been successful. In one year of implementation, students in Years 4-6 have achieved 1.36 years of growth, 91% of students believe they are learning better and overall students are learning at 1.83 times the rate prior to the program being introduced.

In 2022 consolidation is required:

- to ensure that mini lessons are being taught regularly to fully complement the program. Currently two days of content are being taught and three days are mapped on Maths Pathway incorporating goal setting, mini lessons and enrichment activities;
- to target students with lower literacy skills (25 benchmark and below) to ensure that they can access and understand the content and instructions sufficiently to answer questions;
- to use more frequent intervention lessons to target lower and middle level learners;
- to provide weekly mini lessons to all students; and
- to develop regular enrichment lessons in working mathematically with significant differentiation for HPGE students.

Further professional learning is required for staff to build their understanding and confidence in the program, to develop a consistent structure for min lessons and enrichment activities and to ensure greater consistency in the use of data to maximise goal setting and feedback for students.

Parents were complimentary of the program during Home Learning as they could see it differentiated the tasks in accord

with their child's ability, particularly when their child was performing beyond the grade level. They observed that their children were motivated to complete set modules and to extend themselves or reinforce lessons taught. In built video lessons and support files helped to make students self sufficient in their learning.

## **Essential Assessment**

Essential Assessment has been an useful tool for gathering and monitoring student progress in Years 1-6. It provides an additional source to form differentiated groups for maths lessons using a pre test/post test model, support teacher judgement, triangulate student data and to provide reliable across grade data for reporting to parents.

## **Check In Data**

Results identified the need for the school to develop the depth and breadth of vocabulary to improve comprehension and enrich writing.

Whole-school professional learning upskilled teachers in identifying the three tiers of vocabulary: Tier 1, common use, Tier 2, synonyms for Tier 1 words but less commonly used, and Tier 3 technical words pertaining to specialised subject matter; and to explicitly teach this vocabulary to enrich student writing and comprehension.

Developing and using this common terminology for explicit teaching will be prioritised for reading and writing across the school in 2022.

Term 4 2021 Check-in data for Years 4-6 will to be used by teams to plan further targeted interventions for students in 2022.

2021 Year 1 phonics check-in data will to be used to target Year 2 students, in 2022.

## **Learning Goals**

Professional learning was delivered to staff with a numeracy focus in stage teams early in Term 3. Teachers and students collaboratively discussed and developed individual numeracy goals with Years 4-6 goals aligned to Maths Pathway data. Work is required to take this initiative further in 2022.

## **DATA INFORMED TEACHING AND LEARNING**

### **Data Analysis**

Data analysis was completed at the end of Semester 1 and 2 and was plotted as a grade on individual student data cards for core groupings, targeted interventions and enrichment for students. Teachers were able to identify and discuss broad trends in their student data with their colleagues during stage meetings.

Star Reader, Essential Assessment and Writing Assessment data was collected and analysed. Star Reader/Benchmarking data showed: Kindergarten achieved 83% positive growth, Year 1 achieved 94% positive growth, Year 2 achieved 87% positive growth, Year 3 achieved 58% positive growth, Year 4 achieved 53% positive growth, Year 5 achieved 66% positive growth and Year 6 achieved 67% positive growth across Semester 1.

Intervention programs such as MiniLit, MacqLit and COVID Intensive Learning Support showed positive effect size growth particularly for Years 1-4, however effect size decreased (although still above expected growth) in Years 5-6., indicating the limitations of a phonics heavy instruction method for students at this level. In 2022 Year 5 and 6 students requiring support will focus on functional literacy skills using all three cueing systems. Further data collection and analysis was compromised during COVID shut downs and well being became a priority on return to school.

The decision was made that the data cards, which need to be prepared annually for each child in a large student cohort, were time consuming and, while providing a good visual fo student progress, did not enable ready analysis. Teachers also found the double entry of data to Markbook and to the cards inefficient and hence alternate ways of making student data visible will be explored in 2022.

Wushka and Reading Eggs were used during Home Learning to provide differentiated reading and comprehension activities for students.

## **PERSONALISED LEARNING**

Additional staffing, from school resources, was allocated to personalising learning for students with high support needs, both as intervention and differentiation.

An APLD led a team of SLSO's and part time support teachers to implement explicit programs for 20 students with high

support needs, provide in class support for their teachers and withdrawal literacy programs for students with low level needs. With the APLD reducing hours due to other employment opportunities and breaks due to COVID the program was compromised and will be reorganised for 2022.

Access was provided to therapists who undertook individual NDIS funded student programs within the school in accord with prevailing COVID restrictions. Parents and therapists felt that students were more receptive to their programs when conducted in the school setting.

A Deputy Principal Instructional leader was employed 2020/2021 to support the development of differentiated programming and teaching in literacy for higher achieving students. While programs were appreciated by students and teachers, upskilling was compromised due to COVID and the early cessation of the program as the DPIL was no longer available in Term 4, 2021. The school will participate in employment of school funded APCIs to improve differentiation in the classroom programs K-2 and 3-6 in 2022 prior to the DOE funded program being rolled out to all schools in 2023.

The appointment of a new EALD teacher, supplemented by the school to 1.0EFT, resulted in an improved structure for provision of support to EALD and NAP students as well as support for Indigenous students in developing well being. Contact was made with the Gujaga Foundation and regular cultural and language activities planned for Indigenous students, delayed by COVID but to be implemented in 2022. A layered level of support for NAP was developed with initial intensive withdrawal followed by in class support and upskilling of class teachers. An online support group for parents of EALD students was formed to provide advice and translation and distribution of key documents in key languages to support their increased involvement in the school and their students' learning. These initiatives will be extended and consolidated in 2022 as full implementation was compromised by COVID.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top two bands • Top two bands NAPLAN Reading to be approaching 80%	75.58% of students are now in the top two skills bands (NAPLAN) for reading indicating achievement toward the annual progress measure. Progress has been compromised by COVID disruptions but remains near or above the ten year average.
Top two bands • Top two bands NAPLAN Numeracy to be approaching 71%	63.28% of students are now in the top two skills bands (NAPLAN) for numeracy indicating achievement toward the annual progress measure. Progress has been compromised by COVID disruptions but remains near or above the ten year average.
Expected growth • 73.8% of students achieve expected growth in reading	65.38% of students have achieved the expected growth in reading. Overall growth has been compromised by COVID disruptions but remains at or above average ten year growth.
Expected growth • 71.1% of students achieve expected growth in numeracy	57.28% of students have achieved the expected growth in numeracy. Overall growth has been compromised by COVID disruptions but remains at or above average ten year growth.

## Strategic Direction 2: Student Wellbeing and Engagement

### Purpose

Students develop social capabilities by establishing and sustaining positive relationships and making responsible decisions.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Scaffolding for Success
- Whole school Wellbeing Initiatives
- Learning Support Systems

### Resources allocated to this strategic direction

**Socio-economic background:** \$10.73

**Aboriginal background:** \$7,248.98

**English language proficiency:** \$70,000.00

### Summary of progress

#### Attendance

Attendance has been severely impacted due to COVID. Regular systems of student attendance were modified based on department guidelines.

During Home Learning, attendance of students was based on submission of work. Submission of home learning activities was used as evidence of learning and consequently marked as flexible attendance. Teachers worked with parents to make adjustments for students and families as required e.g. varying submission tasks or accepting different tasks than what was on the home learning grid.

At risk students, identified as not submitting work on a regular basis, were encouraged to return to school learning. Regular communication with the HSLO was undertaken throughout home learning. Parents were notified and teachers modified programs and presentations to alleviate the load for families where both parents were working from home and struggling to assist their K-2 children in submitting work.

Non submission of work and thus attendance impacted K-2 students more as Year 3-6 were more independent and accustomed to submitting work on Google Class within the regular classroom environment.

Sharing sessions/open days were facilitated with high schools and attendance requirements and expectations shared with parents and students transitioning to high school.

#### Learning Support Team

Student learning was monitored every 5 weeks in Semester 1 and wellbeing and engagement tracked through attendance and regular zoom or phone calls to parents. Online counsellor support was provided to high needs students.

Data collected was used to form the COVID intervention groups and for participation in the Youth Worker and Counsellor programs. Evaluation of ILPs and review meetings with parents and stakeholders were held online with the data indicating that students have grown as a result of targeted intervention programs. although effect size in Semester 2 was severely compromised in comparison to Semester 1.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TTFM Wellbeing student data (Advocacy, Belonging, Relationships)	TTFM 2021 Student Survey data results for Snapshot 2 (Semester 2) which was conducted in Term 4 immediately after students returned from Home

<p>increases to be above the system-negotiated baseline of 86%.</p>	<p>Learning</p> <p>Student survey:</p> <p>Advocacy at school: 7.2 (School mean) against 7.7 (NSW Govt Norm)</p> <p>Belonging: 68% (School mean) against 81% (NSW Govt Norm)</p>
<p>Teachers and students are working towards co-construction of individual learning goals in Mathematics.</p>	<p>Grade teams have been analysing data collected by Data Cards from Semester 2 2021 to target student goals across Literacy and Numeracy. A number of teachers have trialled how this may best work with their students however progress has been compromised by COVID..</p> <p>Plan for Semester 1 2022:</p> <p>Kindergarten students and teachers will focusing on co-constructing Writing goals. Stage 1 students and teachers will focus on individual Writing goals and Numeracy goals as generated from IfSR assessment data.</p> <p>Year 3 students will focus on Numeracy goals and will trial Goal Hub to formulate and track goals across the grade.</p> <p>Teachers and students in Grades 4-6 are working on constructing Numeracy goals based on the Maths Pathway program including completion of tasks and accuracy recorded.</p> <p>Goals will become more content specific throughout Term 2..</p> <p>Stage 2 and Stage 3 will utilise Essential Assessment and Accelerated Reader data to formulate Writing and Reading goals.</p>
<p>Documentation shows that teachers and administration staff maintain accurate and timely attendance records which are regularly reviewed at Learning Support Meetings. Proportion of students attending &gt;90% of the time.</p>	<p>School attendance continues to be monitored daily with students absences submitted by 9.10am each morning via Sentral.</p> <p>168 Kindergarten students achieved attendance at or above 90% for 2021</p> <p>159 Year 1 students achieved attendance at or above 90% for 2021</p> <p>143 Year 2 students achieved attendance at or above 90% for 2021</p> <p>141 Year 3 students achieved attendance at or above 90% for 2021</p> <p>151 Year 4 students achieved attendance at or above 90% for 2021</p> <p>120 Year 5 students achieved attendance at or above 90% for 2021</p> <p>115 Year 6 students achieved attendance at or above 90% for 2021</p>

## Strategic Direction 3: Investing in our people

### Purpose

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To create a professional learning community focused on continuous improvement through effective leadership, high expectations, collaboration, feedback, evidence-based teaching and positive staff wellbeing, resulting in whole school improvement.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High impact professional learning
- Professional growth culture
- Positive school environment

### Resources allocated to this strategic direction

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**Professional learning:** \$51,148.00

**QTSS release:** \$180,174.00

**School support allocation (principal support):** \$48,472.38

### Summary of progress

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In 2021, Randwick PS focused on developing quality teaching and leadership through a cycle of continuous professional learning, informed by evidence-based practice. Professional learning opportunities included Creative and Critical Thinking for Improved Learning Outcomes, Teaching Sprints, Focus on Vocabulary, High Potential and Gifted Education, Data analysis, Accelerated Reader and equity group differentiation workshops. Learning from home due to the COVID lockdown impacted how professional learning was provided and the focus areas as it moved online using Zoom, Microsoft Teams and self directed online learning. Some interschool professional learning opportunities were postponed or cancelled.

Based on the internal and external data and feedback teachers reported that PL and support from school leadership was beneficial as was the focus on evidence-based teaching. This is most likely linked to the grade Teaching Sprints, new programs and ways of teaching. 92% of teachers identified that they had engaged in new learning, informed by research evidence and 100% of teachers reported that they engaged in rich dialogue about their teaching practice.

Teachers also focused on developing their understanding of teaching vocabulary identified as an area of need from the analysis of Check in data and writing samples. The Instructional Leader and Deputy Principal undertook professional development, Focus on Vocabulary and developed 5 collaborative, online sessions relevant to Randwick teachers and students. Feedback from teachers was overwhelmingly positive and grades were provided with time to modify their teaching and learning programs for Term 3 to incorporate the SEEC model.

Term grade-based collaborative planning sessions alternated between English and Mathematics throughout the year to provide teachers with time to analyse and discuss data and plan programs and lessons according to their students' needs.

Overall, there is a strong culture of collaboration and teamwork throughout the school resulting in a positive environment where teachers support each others' learning, providing feedback and sharing evidence-based strategies.

### Positive school environment

Planned programs have been implemented:

- Induction/ Beginning Teachers
- Growth Coaching - all staff
- Agile School Leadership- Executive staff
- Staff wellbeing- all staff

High impact professional learning supports teachers to continuously and collaboratively enhance teaching expertise in reading, writing, numeracy, differentiation and creative and critical thinking:

- Professional learning is driven by identified student needs
- Collaborative and applied professional learning strengthens teaching practice
- Professional learning is continuous and coherent

- Teachers and school leaders responsible for the impact of professional learning on student progress and achievement

Establish a professional growth culture that supports meaningful collaboration, opportunities for observation and feedback and distributed leadership, through mentoring and coaching to improve teacher practice and student outcomes:

- Ensure the continuity of a culture of collaboration and teamwork across cohorts of teachers
- Highly able teachers take an active leadership role beyond the classroom
- Teachers are open to constructive feedback and provide feedback to colleagues
- Promote and maintain an environment reflective of its high expectations that all students will learn successfully

Support leaders and teachers to establish a positive environment with high levels of staff wellbeing:

- Promote a culture of innovation, where creative exploration and independent learning are valued
- Staff report high levels of job satisfaction
- Create an attractive and stimulating physical environment that supports and encourages learning
- Work to build mutually respectful relationships
- Business Manger coordinates school programs ensuring efficient and supportive administration.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>45% of teachers evaluate 'Professional learning is driven by identified student needs' as excelling.</p> <p>21% of teachers evaluate 'School leadership teams enable professional learning' as excelling.</p> <p>29% of teachers evaluate 'Collaborative and applied professional learning strengthens teaching practice' as excelling.</p> <p>11% of teachers evaluate 'Professional learning is continuous and coherent' as excelling.</p> <p>29% of teachers evaluate 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement' as excelling.</p>	<p>37% of teachers evaluate 'Professional learning is driven by identified student needs' as excelling.</p> <p>15% of teachers evaluate 'School leadership teams enable professional learning' as excelling.</p> <p>22% of teachers evaluate 'Collaborative and applied professional learning strengthens teaching practice' as excelling.</p> <p>27% of teachers evaluate 'Professional learning is continuous and coherent' as excelling.</p> <p>14% of teachers evaluate 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement' as excelling.</p>
<p>Teachers' Tell Them From Me total score in Collaboration is 8.2</p> <p>Teachers' score in 'Teachers have given me helpful feedback about my teaching' is 7.4</p>	<p>Tell Them From Me total score in Collaboration is 7.6</p> <ul style="list-style-type: none"> <li>• I work with other teachers in developing cross-curricular or common learning opportunities. 7.5</li> <li>• Teachers have given me helpful feedback about my teaching. 7.0</li> <li>• I talk with other teachers about strategies that increase student engagement. 8.0</li> <li>• Other teachers have shared their learning goals for students with me. 6.8</li> <li>• Teachers in our school share their lesson plans and other materials with me. 8.2</li> <li>• I discuss my assessment strategies with other teachers. 8.1</li> <li>• I discuss learning problems of particular students with other teachers. 8.3</li> <li>• I discuss my learning goals with other teachers. 7.2</li> </ul>
<p>23% response rate in the People Matter survey</p> <p>71% of employees feel satisfied with their job</p>	<p>18% response rate in the People Matter survey</p> <p><i>92% of employees report that their job gives them a feeling of personal accomplishment and 83% of respondents say they feel motivated to contribute more than what is normally required at work.</i></p>

<p>64% of employees find their life at work fulfilling</p> <p>Wellbeing, health and safety total score- 69%</p> <p>40% of staff feel they can keep their work stress at an acceptable level</p> <p>40% of staff identify that their sense of wellbeing is favourable</p>	<p>42% of employees feel satisfied with their job</p> <p>58% of employees find their life at work fulfilling</p> <p>Wellbeing, health and safety total score- below privacy cut-off.</p> <p>42% of staff feel they can keep their work stress at an acceptable level</p> <p>58% of staff identify that their sense of wellbeing is favourable</p>
<p>23% response rate in the Teacher Tell Them From Me survey</p> <p>School Mean 6.5 or higher than NSW Govt Norm</p>	<p>41 out 51 EFT completed the survey, well above the target number.</p> <p>School achieved above the government norm on technology, parent involvement, teaching strategies, planned learning opportunities and quality feedback.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,755.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Randwick Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning for High Needs students</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement EALD to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff through EALD to support student learning</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Parents volunteered to be Parent Language Representatives (PLRs). Information from the school and the P&amp;C can now be translated into 12 languages, with over 100 parents (approx. 10% of student population) joining a Language Background Other Than English (LBOTE) mailing list. Languages are: Mandarin, Cantonese, Japanese, Portuguese, Polish, Mongolian, Indonesian, Italian, Spanish, Greek, German and Russian.</p> <p>* Established a relationship with the Gujaga Foundation, a Dharawal cultural and language educational foundation in La Perouse. In 2022 all Aboriginal students at RPS will be able to attend weekly sessions, facilitated by an Elder or Knowledge Holder from the Gujaga Foundation, to learn more about the history, language and culture of the local area.</p> <p>* Two New Arrival Program (NAP) groups were run throughout 2021: an Early Stage 1 NAP Group and a Stage 1 NAP Group. 60% of ES1 NAP students achieved an overall English assessment of Working At (WA) and 78% of Stage 1 NAP students achieved an overall English assessment of Sound (C).</p> <p>* Whole-school teacher professional learning on the EALD Learning Progressions was delivered. Every EALD student now has their Speaking, Listening, Reading and Writing EALD Progression Phase entered in a school-based assessment tracking sheet and a centralised K-2 and 3-6 report comment bank was created for classroom teachers to report on EALD students' progression across the domains of speaking and listening, reading and writing in their semesterly reports.</p> <p>* Intensive EALD team-teaching with Year 1 and Year 2 classes in 2021 resulted in 43% of Emerging Year 1 students moving to Developing within</p>

<p>New Arrivals Program</p> <p>\$22,755.00</p>	<p>one academic year and 81% of Year 2 Emerging students moving to Developing within one academic year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Implement Gujaga Foundation engagement with Indigenous students  Expand the Parent Language Support groups to involve further translation of critical school documents.</p>
<p>Socio-economic background</p> <p>\$10,739.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Randwick Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school Systems and processes</li> <li>• Scaffolding for Success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All students are supported to engage in all school activities through financial support to families for school materials and excursions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to identify and support those families needing financial assistance.</p>
<p>Aboriginal background</p> <p>\$7,248.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Randwick Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Scaffolding for Success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Indigenous students have achieved in top two bands on 2021 NAPLAN  Attendance is equivalent to all students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Engagement of Gujaga Foundation to provide weekly activities to support indigenous students cultural awareness and pride in background  Continued supported for Personalised learning Plans</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Randwick Public School.</p>

<p>\$207,463.20</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Support Systems</li> <li>• Personalised Learning for High Needs students</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staff employed to support withdrawal for New Arrivals-Emerging language Learners</li> <li>• Parents volunteered to be Parent Language Representatives (PLRs)</li> <li>• Additional staffing support provided for New Arrivals Program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of emerging language learners achieve in the top two bands on NAPLAN, 57.14% Developing and 77.78% Consolidating</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue upskilling teachers on EALD scales Support mentoring/coaching in the classrooms for developing and consolidating language learners</p>
<p>Low level adjustment for disability</p> <p>\$108,987.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Randwick Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed teaching and learning</li> <li>• Personalised Learning for High Needs students</li> <li>• Whole school Systems and processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Minilit/Maclit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Daily literacy structured program for students in groups Y2-5 using MiniLit and MacLit programs administered by SLSO's and monitored by APLS All teachers upskilled in writing meaningful learning goals for ILP's in Literacy</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All teachers upskilled in writing meaningful learning goals for ILP's in Literacy, reviewed, adjusted and discussed with parents in terms 1 and 3 Students engaged in MiniLit and MacLit groups delivered online through home learning</p>
<p>QTSS release</p> <p>\$180,174.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Randwick Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional growth culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$180,174.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>QTSS funding was utilised to employ an Assistant Principal, Instructional Leader and provide additional time for Assistant Principals to support their teams. Both positions supported teachers K-6 in the delivery of the curriculum.</p> <p>The Instructional Leader worked with teams of teachers to develop evidence-based teaching strategies and develop integrated English programs in Year 1, 4 and 5 and worked with the extension mathematics groups to provide challenging, critical and creative investigations. They worked one-to-one with teachers to model and observe classroom practice, encouraging reflection and professional conversation about practice. The IL also supported the professional growth of individual teachers based on needs eg. differentiation, content enhancement, pedagogy, assessment and feedback. They also led whole school professional development, Focus on Vocabulary and supporting High Potential and Gifted students in writing. They continued to provide opportunities for HPGE students with extracurricular programs such as Divergent Thinkers and Tournament of Minds, working closely with the STEM teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Release time for Assistant Principals so they can support teachers through classroom observations, releasing teachers to observe other teachers and Growth Coaching conversations.</p> <p>There will be 0.607 staffing allocation per week for teams to utilise every 5 weeks for reflection cycles. The 5 week cycles will be restricted to Literacy and Numeracy at this stage to enable teaching to be more agile and flexible, adapting to what students need to know, compacting the curriculum for the more able and ensuring that as we move through the programmed sequence, we reserve time to reteach/target for intervention those children who have not "got it" early in the teaching cycle and don't spend time teaching what many children already know.</p> <p>Grade teams will consider results each five weeks to identify as a group the next steps in the programming and teaching cycle based on the evidence and data gathered during the five weeks.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Randwick Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school Systems and processes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>K teachers upskilled in Get reading Right, Year 1 teachers in InitLit. Intervention groups implemented 2-5 by APLS, and SLSO's in MiLit/MacLit</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Evaluation of programs compromised by Home Learning and frequent students/staff COVID absences.  Consideration to be given to replacing Getting Reading Right and using the suite of InitLit programs across K-2 to reinforce language and understanding.</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Students displaying less adequate literacy and numeracy skills in Years 3, 4 and 5 supported in one to one programs. Due to COVID disruptions progress has been difficult to monitor.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Individualised programs will be implemented more consistently with the return to schooling for students identified in Y3 and 5 as having delayed learning development in Literacy and Numeracy.</p>
<p>Integration funding support</p> <p>\$477,599.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Randwick Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning for High Needs students</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  ILP's developed in consultation with stakeholders and progress monitored regularly  20 students with significant learning and health needs maintained in mainstream setting  Parents express satisfaction concerning students successful integration and progress</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  ILP's replaced with PLAST and recorded in SENTRAL to provide ready</p>

<p>Integration funding support</p> <p>\$477,599.00</p>	<p>access</p> <p>Transition plans to be evaluated with 2022 teachers and refined for the following year</p>
<p>Literacy and numeracy</p> <p>\$65,557.71</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Randwick Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school Systems and processes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Early reading material to support phonics based approach to reading  Significant numbers of books purchased to support student engagement in the Accelerated Literacy program  Progress regularly monitored  Student borrowing and reading increased  Online subscription to WUSSKA to support home reading during Learning from Home</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued support for acquisition of resources for home reading K-2 and Accelerated Literacy Y3-6</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	457	474	479	493
Girls	488	484	487	480

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	95.8	95.1	96
1	95.5	96.1	93.5	95.4
2	95.9	95	95.1	94.8
3	95.6	95.5	94.3	96.4
4	95.2	94.9	94.3	94.8
5	94.9	94.9	95.4	94.9
6	94.8	94	93.5	95.1
All Years	95.5	95.2	94.5	95.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	38.93
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.6
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	5.87
Other Positions	1

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	1,650,283
<b>Revenue</b>	8,778,956
Appropriation	8,288,193
Sale of Goods and Services	38,954
Grants and contributions	448,685
Investment income	2,423
Other revenue	700
<b>Expenses</b>	-8,681,934
Employee related	-7,511,659
Operating expenses	-1,170,275
<b>Surplus / deficit for the year</b>	97,022
<b>Closing Balance</b>	1,747,305

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	377,550
<b>Equity Total</b>	264,422
Equity - Aboriginal	7,242
Equity - Socio-economic	10,729
Equity - Language	137,463
Equity - Disability	108,987
<b>Base Total</b>	6,629,317
Base - Per Capita	238,135
Base - Location	0
Base - Other	6,391,182
<b>Other Total</b>	688,262
<b>Grand Total</b>	7,959,551

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.

## Parent/caregiver, student, teacher satisfaction

Each year our Years 4, 5 and 6 students participate in the Tell Them From Me Survey. This data is critical to our focus on ongoing student success and evaluating our school plan. Below is a snapshot of the data in the areas of academic, social-emotional and physical education/health outcomes for students, teachers and caregivers.

The student survey indicated that participation in extracurricular activities and positive behaviour at school were well above the State Norm. 88% of our students also indicated that they can identify friends at school that they trust and who encourage them to make positive choices compared to a State Norm of 85%. An area of focus from the student survey remains 'Positive Sense of Belonging'. The school has continued to assist teachers to develop their skills and knowledge to support students' positive sense of belonging through targeted professional learning and whole-school wellbeing programs including PBL implemented in 2020 and Grow Your Mind, piloted during 2021, and to be implemented across the school in 2022-2024.

95% of our students indicated that they do not get into trouble at school for disruptive or inappropriate behaviour. This placed our school above the State Norm at 83%.

The majority of parents/carers indicated that the school provided additional support for students and that the school took an active role in making sure all students were included in school activities. This placed our school above State Norm for the area of inclusive schools.

Although parents/carers felt welcomed overall, the school scored below State Norm in scheduling school activities at times when parents could attend, indicative of the high percentage of all parents working. Parents felt that they could easily speak with the child's classroom teacher and that they were well informed about school activities. The school is looking at ways in which we can continue to streamline delivery of information to alleviate frustration from parents accessing whole school information.

We performed above the State Norm for parents supporting learning at home but below State Norm for the school supporting Home Learning which is perhaps indicative of the high levels of frustration experienced during our Home Learning phase in 2021, where the expectation was the school could conduct full days of remote face to face instruction similar to the their older children's independent secondary colleges. Parents felt that teachers had shown an interest in their child's learning and encouraged them to do their best while learning at home.

80% of parents attended an interview with the teacher or social functions at the school. 21% of parents surveyed were involved in school committees throughout the year.

Overwhelmingly, parents felt that the physical environment of our school was well maintained, welcoming and easy to move around and access.

82% of parents expect their children to attend university and 97% to complete Year 12 indicating shared high expectations for student success.

The teacher survey indicated that teachers felt the greatest strengths of the school were collaboration, learning culture, data informed practice and technology. Areas where Randwick Public School was significantly above State Norms were technology, parent involvement and collaboration.

The teaching staff felt that school leaders have helped them create new learning opportunities for their students and have worked to create a safe and orderly school environment.

Teachers also scored above NSW State Norm in the areas of Planned Learning Opportunities, Quality Feedback and Overcoming Obstacles to Learning.

Comments from the open-ended questions regarding ways in which the school can improve centred around streamlining communication methods and the frustration working families felt during our lockdown period while having to juggle work commitments and engage in home learning. 87.5% of parents felt that their children are provided with learning opportunities that are challenging and stimulating

Similarly comments on what the school does well included:

"I love how warm the school feels. Everyone cares and that shows. The school feels very inclusive."

"We love Randwick Public School. It has given both our children a love of learning and confidence in their ability to learn."

"I would highly recommend RPS. My child's teachers have all been of a high standard, open, encouraging and

supportive."

Comments from the open-ended survey regarding ways in which students can identify that their teachers care for them included taking time to get to know their students, assisting them with their work, answering questions clearly and providing feedback on work that has been submitted.

Teachers felt that our school was well resourced and they enjoyed greater collaboration between colleagues. Teachers also appreciated the commitment, passion and innovation of their colleagues. Teachers benefited from professional development opportunities that focused on vocabulary instruction, Maths Pathway implementation, Accelerated Reader and catering for students identified as High Potential and Gifted Learners. Staff felt these sessions to be worthwhile and informative to develop their teaching practice.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.