

2022 Annual Report

Ramsgate Public School



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Introduction

The Annual Report for 2022 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 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.

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School vision

Ramsgate Public School prides itself on developing aspirational, optimistic and motivated students who are equipped with the set of skills, values and knowledge to prepare them as informed, creative and productive members of society. Underpinned by a philosophy of continuous improvement, the highly dedicated community work together with high expectations for excellence in teaching to cultivate student growth and attainment within an inclusive, respectful and supportive environment.

School context

Ramsgate Public School with a population of 537 students prides itself as being the centre of its community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school values a dedicated and supportive parent community. Our students come from diverse socio economic and cultural backgrounds with greater than 60% of students from non-English speaking backgrounds. Within all our programs and processes, we cater for the needs of all students including our Aboriginal and Torres Strait Islander students, students with additional needs, and students learning English as an additional language.

Our school focuses on the development of the whole child, equipping students with an understanding of key values chosen by our whole school community as well as embedding learner dispositions which provide students with a toolkit of strategies to set them up for success in their pursuit of excellence. Student wellbeing is underpinned by Positive Behaviour for Learning which helps students connect, succeed and thrive. Our team of dedicated and collegial staff are committed to the provision of quality teaching and learning programs to support students in achieving at least one year of growth for one year of learning with Literacy and Numeracy as high priority areas. Strategically designed professional learning with a particular emphasis on Visible Learning ensures ongoing improvement in teacher pedagogy and practice. Students' academic, performance, social, cultural and sporting achievements are showcased and celebrated at every possible opportunity. The provision of a wide range of extra-curricular activities cultivates students' desire to strive for their best in any endeavour, with the community greatly valuing the sport and fitness, dance and music programs. Ramsgate PS is a proud member of the Bayside Community of Schools consisting of 7 primary schools and 2 high schools working together to enhance student learning opportunities and achievement and strengthen the capacity of teachers and leaders across the network. As a school community, we work together to equip our students to be safe, respectful and active lifelong learners.

A situational analysis of the school identified three main areas of focus for our aspirational school plan for the next four years. Analysing the data obtained from the Department's platform for data and analysis (SCOUT), Tell Them From Me (TTFM) parent, teacher and student surveys and other internal school data, and building upon the work undertaken in the previous school planning cycle around highly effective learning and high quality teaching, the emphasis embodies continual growth and attainment through excellence in teaching practice under an umbrella of continuous improvement for all. Key initiatives, which are strategically aligned to our annual budget, will be established in moving towards achieving our strategic directions.

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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the reading growth of students in K-2 and improve numeracy attainment and growth of students in Years 3-6, we will develop and sustain effective practices coupled with contemporary curriculum differentiation underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Improve Reading and Numeracy Assessment
- Improve Reading and Numeracy Curriculum

Resources allocated to this strategic direction

Refugee Student Support: \$687.68
Integration funding support: \$116,837.00
Socio-economic background: \$53,902.30
Aboriginal background: \$3,837.29
Low level adjustment for disability: \$181,047.13
English language proficiency: \$234,831.64
Literacy and numeracy intervention: \$60,333.53
QTSS release: \$101,934.93
Literacy and numeracy: \$18,490.66

Summary of progress

In 2022 in Literacy Early Stage 1 implemented explicit synthetic phonics, professional development was delivered to Year 1 teachers around the big 6 with the introduction of decodable texts across K-1 classes. Consistent assessments were used for phonemes, grapheme & blends. The school introduction of the writing revolution for writing program Y-1. The quality of these activities is evidenced in the allocation of planned weekly collaborative professional learning (PL). This enabled collaboration and the use teachers as models and peer observations. Literacy resources were purchased for the K-2 classrooms.

In 2022 in Numeracy - the numeracy team ran PL for all staff around explicit teaching of numeracy strategies. There was a focus on number talks to strengthen student understanding. The Numeracy team conducted demonstration lessons and observations of teachers practice. This was a quality process as feedback from teachers was positive and gained guidance to further instruction. Giving the Numeracy Team time to be able to work with stages proved to be an enabler.

In 2022 in Equity Programs - MiniLit and MacqLit intervention proved to show growth for students who took part of small group intervention. COVID Intensive Learning Support Program focused on numeracy with a specialist teacher identifying the areas through the Interview For Student Reasoning. Result in differentiation for students was a strength and proved student growth. A challenge we overcame was staff shortages due to COVID-19 restrictions and this program at times had to be collapsed.

Impact:

To what extent have we achieved our annual progress measures?

In Literacy in K-2 Teacher programming is now consistent. Student growth in K-1 is evident from Best Start data to phonics check while phoneme & grapheme correspondence shows good growth. National Assessment Program Literacy and Numeracy (NAPLAN) in Reading for Year 3 and Year 5 data shows progress beyond the lower bound target towards the upper bound target. In numeracy, while we didn't achieve our lower bound target, there is evidence of stronger teaching practice and consistency in planning and delivery of numeracy syllabus aligned programs.

Where to next?

In 2023, in the next phase of this work, we will strengthen the literacy program with Year 2 and extend this into stage 2 because we want to strengthen the quality and consistency of reading growth for students. Additionally we will strengthen the connection of reading and writing K-3. We are continuing with the K-2 new mathematics syllabus units and in Years 3-6 we are continuing the explicit teaching around number talks and exploring the new curriculum.

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>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Years 3-5 from 45.5% in 2019 to lower bound system negotiated target 45.8% and upper bound target 50.8% <p>The uplift required for upper bound = 5%</p>	<p>2022 NAPLAN data indicates 47.14% of students in the top two skill bands for reading indicating the school exceeded the system negotiated lower bound target.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5 from 27.3% in 2019 to lower bound system negotiated target 37.3% and upper bound target 42.3% <p>The uplift required for lower bound = 10%</p>	<p>2022 NAPLAN data indicates 33.58% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 4.25%</p>
<p>Exceed the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 from 66.7% in 2019 to lower bound system negotiated target 63.8% and upper bound target 68.8%</p> <p>note: No data for 2022 growth available as no NAPLAN in 2020</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, our K-2 Blend Assessments, MiniLit and MacqLit data indicates strong growth in student achievement in reading</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 from 67.3% in 2019 to lower bound system negotiated target 68% and upper bound target 75%</p> <p>Uplift required for lower bound = 1%</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However PAT and Check-in assessments indicate strong growth in student achievement in Numeracy</p>
<p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Differentiation to be sustaining and growing as teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>
<p>Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Formative Assessment to be excelling as assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.</p>
<p>Well-developed and evidenced-informed approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of individual learning needs in the element of wellbeing where there is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

In order to ensure effective classroom practices occur consistently across the whole school, we will implement evidence-based Visible Learning strategies and build teacher capacity through collaboration, ensuring explicit teaching and feedback are commonplace in every learning opportunity.

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.

- Embed Explicit Teaching
- Develop a Feedback Culture
- Establish Collaborative Professionalism

Resources allocated to this strategic direction

Professional learning: \$35,340.31

Summary of progress

In 2022, we implemented learning dispositions from Visible Learning in K-6. We initiated feedback from teacher to students and student to teacher strategies and we developed student goal setting in 3-6. A strength was the way the staff worked together through weekly collaborative planning, and supported each other through programming and observational feedback. A barrier we overcame was the provision of weekly collaborative PL due to COVID-19 restrictions. An enabler was the way staff adapted and utilized the learning dispositions in K-6 which lead to student implementation of dispositions with their own learning.

Impact:

To what extent have we achieved our annual progress measures?

In the theme of formative assessment we exceeded our improvement measure due to consistent practice visible across the school and formative assessment is a school strength. In explicit teaching remains a focus, as we remained at delivering due to more time needed for teacher development and implementation. While we have strong staff collaborative practice, we remained at sustaining and growing as we need to further the use of collaborative time to focus on teaching and learning. The Tell Them From Me teacher survey showed that leadership and collaboration are school strengths with leadership at 7.9 > 7.1 which is the NSW Govt norm. Collaboration is rated at 8.1 > 7.8 (NSW Govt norm) with teachers identifying: I work with other teachers in developing cross-curricular or common opportunities (8.8) and I discuss my assessment strategies with other teachers (8.6). In the The Tell Them From Me Student survey the school mean is equal to the NSW Govt norm for explicit teaching practices and feedback.

Where to next?

There will be an emphasis on the implementation of student feedback and putting into practice explicit teaching.

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
Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of formative assessment in the element of assessment where assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Explicit Teaching in the element of Effective Classroom Practice where explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the

knowledge.	learning planned with students in each class.
The school uses embedded and explicit systems that facilitate professional dialogue and collaboration .	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of collaborative practice and feedback, in the element of Learning and Development where teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Strategic Direction 3: Continuous Improvement

Purpose

In order to drive continuous improvement in all aspects of our school, we will hold high expectations of each member of the school community and use data for regular and systemic monitoring of practice and planning to ensure that every child, every teacher and every leader is improving and maximising their potential every year.

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.

- Data to Inform Practice
- High Expectations
- Developing Leadership
- Attendance and Engagement

Resources allocated to this strategic direction

Summary of progress

In 2022 the following assessments were analysed to inform teaching: Best Start, Phoneme & grapheme assessments, Year 1 phonics screening check, Blend assessment. In 3-6: Check-in assessments, NAPLAN, PAT test. In K-6: In class pre and post test, Collection of writing samples, IFSR - for selected students. Due to success with phoneme & grapheme assessments in Kindergarten, we have moved to additional blend assessments. The school Introduced the DoE Phonics Check-in Assessment K-6.

The quality of these activities is evident in the way teachers used the Phoneme & grapheme assessment data in Kindergarten. teachers recounted that the Phonics assessment in K-1 was very successful. Feedback from teachers Year 3-6 is that they find the Check-in assessments to be valuable because they are timely and easy to navigate.

A challenge is still to take the expertise in assessment strategies in K-2 through to 3-6 ensuring that assessment is used to efficiently differentiate student needs.

In 2022 in High Potential and Gifted Education (HPGE) we have completed whole staff Professional Learning in HPGE. Using NAPLAN data, we identified students for targeted programs. We offered opportunities for talented students in Performing Arts and Sports. We created an HPGE Committee who will further programs in 2023.

Impact:

To what extent have we achieved our annual progress measures?

Teachers have created extended blend assessments for Kindergarten while the weekly collection of data has become embedded in practice in K-1. Data from check-ins and PAT tests have increased in 3-6. Data is now evident in forming groups, assists in planning and is used for the teaching & learning cycle. The extension of assessments for K-1 is a positive impact. It is noted that more work is needed in extending the use of the DoE Numeracy Assessment, Interview for Student Reasoning (IfSR) in a more efficient manner.

We achieved our annual progress measures in Educational Leadership due to the opportunities of staff working alongside the off-class Instructional Leader, as well as strong staff collaboration and positive mindset. Data in teaching remains a priority as we implement our new assessment strategies.

Where to next?

In 2023, in the next phase of this work, we will focus on improving our practice around collecting Plan 2 data and the implementation of IFSR because this will improve teacher practice and student outcomes as work is differentiated for student needs. We will create an assessment guide for K-6 with the inclusion of the DoE assessment guidelines. The APC&I will be working with staff around the explicit implementation of the teaching learning cycle to improve the use of assessment data. In HPGE, we have established a Committee with identified expert teachers within the school to lead programs for talented students. We will identify students using the Visible Learning SOLO taxonomy, allowing teachers to develop surface/deep/transfer assessments.

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
Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.	Self-assessment against the School Excellence framework shows the theme of Data in Teaching, in the element of Data Skills and Use, to be delivering where Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.
The leadership team develops processes to collaboratively review teaching practices to affirm quality.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High Expectations Culture in the element of Educational Leadership.
Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Instructional Leadership in the element of Educational Leadership.
Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none"> • Increase the percentage of students attending school at or greater than 90% from 81.5% lower bound system agreed target of 81.5% in 2021 and a trajectory lower bound of 82.1% in 2022 	The number of students attending greater than 90% of the time or more has decreased by 24.05%. This data was impacted by COVID-19 restrictions.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Refugee students have been supported in class through targeted programs and EALD support resulting in full engagement in classroom learning and differentiated programs based on EALD need.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support students through the EALD program and the Learning and Support team .</p>
<p>Integration funding support</p> <p>\$116,837.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ramsgate Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The Learning Support Team (LST) meeting minutes students receiving intervention are tracking well in small group withdrawal groups for both Literacy (MiniLit/MacqLit) and Numeracy (CILSP). The introduction of Student Learning Support Officer (SLSO) support for MiniLit/MacqLit has reduced disruption of programs when learning support teachers have been unexpectedly redeployed to class duties.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to support funded students to ensure success in the implementation of personalised learning plans through the support of SLSOs.</p>
<p>Socio-economic background</p> <p>\$53,902.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ramsgate Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$53,902.30</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support the Learning and Support Team (LST) program implementation. <p>The allocation of this funding has resulted in the following impact: Identified students have been supported with resources to ensure equitable access to the full curriculum. The Learning and Support team have identified and supported students with additional learning needs through the implementation of personalised learning programs resulting in student growth specifically shown in MultiLit data.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support equity through resourcing and individualised learning support ensuring student growth.</p>
<p>Aboriginal background</p> <p>\$3,837.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ramsgate 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • Appointed a classroom teacher to be the Aboriginal Education Coordinator and established a committee to engage teachers in professional learning around Department Policies. <p>The allocation of this funding has resulted in the following impact: Aboriginal students and families worked with the LAST to develop personalised learning plans. Individual goals were monitored and supported resulting in evidence of students growth in literacy and numeracy. The appointed Aboriginal Education Coordinator, developed a committee that looked at delivering professional learning around Department Policies and expectations for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to support Aboriginal students achieve their personalised learning goals. It will also be used to ensure cultural and Aboriginals understanding for all students.</p>
<p>English language proficiency</p> <p>\$234,831.64</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ramsgate Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning

<p>English language proficiency</p> <p>\$234,831.64</p>	<p>and emerging phase</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EAL/D student progress has been mapped against MultLit data and EAL/D scales showing steady growth as student confidence in oral language and literacy increases.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to fund EAL/D teachers to ensure support for EAL/D students across the school.</p>
<p>Low level adjustment for disability</p> <p>\$181,047.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Ramsgate Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of LaST and interventionist teacher • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: SLSOs have successfully implemented MiniLit and MacqLit programs where data shows strong student growth. The LAST teacher has developed PLASPs for targeted students with growth noted against personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support the employment of a LAST and SLSO to implement the Learning and Support team recommendations.</p>
<p>Professional learning</p> <p>\$35,340.31</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ramsgate Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embed Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to embed Visible Learning Practices. • Corwin Professional Learning course fees and materials. • Release for staff to attend numeracy project training, observations of number talks. <p>The allocation of this funding has resulted in the following impact: Student iterations in class show that they are understanding Learner Dispositions and recognising the need to use this toolbox . Collaborative programs feature consideration of teacher designed LISC which are visible in more than 50% of classes randomly surveyed.</p>

Professional learning \$35,340.31	<p>After evaluation, the next steps to support our students will be: Professional Learning funds in 2023 will be directed toward the exploration of the new curriculum in 3-6 and full implementation in K-2 . Professional learning funds will be used to release teachers for data conversations and to engage with the new APC&I.</p>
Literacy and numeracy \$18,490.66	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ramsgate Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in Numeracy Project. <p>The allocation of this funding has resulted in the following impact: IfSR, Check-in assessment, NAPLAN data showing student growth in numeracy. Teacher's use the assessment data during collaboration sessions to monitor student progress and adjust learning programs.</p> <p>After evaluation, the next steps to support our students will be: All teachers across the school have engaged in high quality professional learning courses and now feel confident around the implementation of the new K-2 Mathematics Syllabus and moving forward in 2023 with the 3-6 Mathematics Syllabus. This funding will be used to employ the APC&I to support staff to implement the new syllabus K-6.</p>
QTSS release \$101,934.93	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ramsgate Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: K-1 Teachers have demonstrated their application of knowledge and understanding of effective teaching strategies based on evidence informed practices of Dr Deslea Konza, Dr Hollis Scarborough, Dr Lousia Moats and Professor Judith Hochman to support student's literacy achievement. They have evaluated programs using evidence including feedback from students during daily observations in guided reading, to student assessment data, to inform future planning. The off class Instructional Leader was able to support teachers implement improved practices.</p> <p>After evaluation, the next steps to support our students will be: - A focus on developing all teachers K-2 to improve their skills around data entry on the DoE Planning Literacy and Numeracy (PLAN2) for more effective tracking of student reading data. There will be shoulder to shoulder support for the implementation of the new curriculum. Teachers will collaboratively work with the LST on students that not achieving expected outcomes and possible interventions.</p>

<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ramsgate Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve Reading and Numeracy Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Through the effective implementation of Literacy strategies the school shows strong reading growth. Check in assessments and NAPLAN data shows that the school exceeded its lower bound target in Reading.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to employ the APC&I in 2023 with a focus on the implementation of the new English and Maths Curriculum.</p>
<p>COVID ILSP</p> <p>\$108,166.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - MacqLit. <p>The allocation of this funding has resulted in the following impact: Student data shows strong growth resulting from targeted interventions. Mini Lit and MacqLit proved to be easily implemented and students were highly engaged in the programs.</p> <p>After evaluation, the next steps to support our students will be: This program will continue to 2023 through the small group instruction model.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	277	302	289	277
Girls	260	267	253	238

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	95.1	94.7	90.1
1	92.5	95.0	93.3	87.0
2	94.6	95.1	93.8	86.9
3	93.0	95.6	93.9	87.9
4	92.9	93.2	93.4	88.8
5	94.1	94.2	91.9	88.2
6	90.1	95.0	92.9	86.9
All Years	93.1	94.8	93.5	88.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	19.67
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	3.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	570,463
Revenue	5,498,961
Appropriation	5,141,180
Sale of Goods and Services	4,063
Grants and contributions	345,974
Investment income	6,857
Other revenue	886
Expenses	-5,392,504
Employee related	-4,916,746
Operating expenses	-475,758
Surplus / deficit for the year	106,457
Closing Balance	676,920

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.

	2022 SBAR Adjustments (\$)
Targeted Total	45,347
Equity Total	469,629
Equity - Aboriginal	3,837
Equity - Socio-economic	53,902
Equity - Language	234,832
Equity - Disability	177,057
Base Total	3,945,853
Base - Per Capita	136,952
Base - Location	0
Base - Other	3,808,900
Other Total	324,412
Grand Total	4,785,240

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Student Survey

In 2023 Students were surveyed using the *Tell Them from Me student survey -Student Outcomes and School Climate*.

Students with positive relationships and *Students who value schooling outcome* are marginally above the NSW gov norm and these are important indicators of student success at school. Importantly these have increased from 2021 showing the school is having a positive impact on student well-being. Student Sense of Belonging is below the NSW Gov Norm where 79% of students expressed they feel accepted and valued by their peers and by others at their school. (NSW Gov Norm 83%). The school identified that this has been the result of the COVID-19 restrictions and Sense of Belonging is identified as a priority area for student well-being programs. Pleasingly the trend data shows Sense of Belonging has increased by 12% from 2021 data.

87% of Students expressed that they do not get in trouble at school for disruptive and inappropriate behaviour and this is above the NSW Gov norm of 82%. Importantly student effort is rated positively where students try hard with their learning. Student perseverance levels are consistent with the state mean while 85% of students responded they set challenging goals for themselves in their school work and aim to do their best.

Trend data for social and emotional outcomes is extremely positive with increases in sport, extra curricular activities, positive relationships, valuing school, homework, effort, interest and motivation.

All the Drivers of student outcomes have increased from 2021 with effective learning time, relevance, explicit teaching and feedback, advocacy, positive teacher student relationships, positive learning climate and expectations for success having significantly increased. Again this is evidence of our impact in delivering quality and effective well-being programs.

Teacher Survey

Teachers were surveyed using the *Tell Them from Me- Teacher Survey- Focus on Learning*. Teachers rated the school above the NSW Government norm on seven of the eight drivers of student learning. Leadership (7.9>7.1) and collaboration (8.1>7.8) were strong. Particular strengths were, *School leaders have provided guidance for monitoring student progress. 8.2 I work with school leaders to create a safe and orderly school environment. 8.8 School leaders have supported me during stressful times. 8.3 and in collaboration staff responded I work with other teachers in developing cross-curricular or common learning opportunities. 8.8 Teachers in our school share their lesson plans and other materials with me. 7.9 I discuss my assessment strategies with other teachers. 8.6*

Trend data showed positive increases for Leadership, Parent Involvement, Learning Culture, Planned Learning Opportunities and Overcoming Obstacles. An area of school strength was the way teachers set high expectations for student learning (9.2) and how teachers set clear expectations for classroom behaviour (9.4).

An area for future focus is around the ways teachers and students use technology to monitor student progress and increasing opportunities to use technology to analyse, organise and present subject matter. Data informs practice remains steady since 2021 and this is still a school priority area.

The four dimensions of classroom and school practices including Challenging and Visible Goals, Overcoming Obstacles to Learning, Quality Feedback and Planned Learning Opportunities were all rated at or above the NSW Gov norm.

The teacher survey shows a positive learning culture where all staff are focused on collaboration to ensure student success.

Parent Survey

11% of parents responded to the *Tell Them from Me Parent survey- -Partners in Learning*. Trend data is compared to 2020 as the survey was not conducted in 2021. While the trends in the data have decreased the school will use the data to further parent engagement with their child's learning at school. As this is a small number of respondents not all data will be reflective of full community feedback.

Parents supporting learning at home was a strength with parents responding they used praise with their child when they did well at school. They acknowledge that their child is encouraged to do their best and that teachers expect their child to pay attention in class.

Parents identified formal interviews, reports, and informal meetings were the best way to discuss their child progress at school. Emails, the school newsletter and website were acknowledged as useful ways to receive news about the school. The school facilities are positively rated.

Areas identified by parents for future focus include the ease of access to speak to a class teacher, more information on their child's social/emotional development and more opportunities for extra curricular activities.

The school also collects feedback from Parents and Citizens (P&C) meetings and informal parent engagement activities. The issue of opening the gates in the morning for drop off has been the result of the school responding to parents' feedback. Our meet the teacher was conducted in Stages due to COVID-19 in 2022 and the school is acknowledged for reaching out to further parent engagement. Evidence of this included a very successful K-2 BBQ as this cohort had not had previous opportunities to be on site due to COVID-19 restrictions.

Ramsgate PS encourages more parents to respond to these important feedback tools as the school endeavours to further strengthen school and community ties to ensure student success.

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 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

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.