2023 Annual Report

Ramsgate Public School

3830

Introduction

The Annual Report for 2023 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.

School contact details

Ramsgate Public School
Chuter Ave
Ramsgate, 2217
https://ramsgate-p.schools.nsw.gov.au
ramsgate-p.school@det.nsw.edu.au
9529 7267

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

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 Curriculum
- Improve Reading and Numeracy Assessment

Resources allocated to this strategic direction

Refugee Student Support
Integration funding support
Socio-economic background
Aboriginal background
Low level adjustment for disability
New Arrivals Program
AP Curriculum & Instruction
QTSS release
English language proficiency

Summary of progress

In 2023 in Literacy, the Assistant Principal Curriculum Implementation (APCI) worked with teaching teams around the new syllabuses, with trial of the English syllabus in Kindergarten to Year 2 classrooms and teachers in Stage 2 and 3 teams gaining an understanding of the 3-6 English syllabus in preparation for implementation in 2024. Stage teams analysed National Assessment Program - Literacy and Numeracy (NAPLAN) data and focused instruction on areas requiring further development, resulting in greater focus on grammar in Stage 1, and poetry as well as grammar and punctuation in Stages 2 and 3. Professional Learning (PL) through the year has focused on the new English syllabus to help teachers familiarise themselves and navigate the curriculum online.

In 2023 in Numeracy, teachers used Number Talks and Talk Moves pedagogy to facilitate mathematical dialogue and reasoning. Gallery walks, peer feedback, classroom observations and professional discussions revealed an increase in teacher confidence in teaching Mathematics and improvements in students' mathematical reasoning. An audit of mathematical resources was conducted and new resources were purchased to support the implementation of the new syllabus in K-2 and in preparation for the trialling of units in 2024 across Years 3-6 classrooms. Check-in data for Years 4 and 6 show 5 - 6% in growth of the cohort average from Term 2 to Term 4.

To what extent have we achieved our annual progress measures?

An increase in Year 4 (5.2% uplift) and Year 6 (6% uplift) Check-In assessment cohort average from Term 2 to Term 4 shows improvement in the annual progress measure for numeracy. In Literacy, Year 4 had an uplift in cohort average of 12.2% from Term 2 to Term 4, and Year 6 had an uplift of 7.6% from Term 2 to Term 4. Value in the NAPLAN Years 3-5 has the school rated as Excelling.

What lessons have we learned to inform our next steps?

In 2024, Stage 1 will continue collaboration with APCI and implement the new English syllabus. Stage 2 and 3 will further engage with the new syllabus and adapt existing and sample units to meet the syllabus requirements and the Ramsgate Public School (RPS) student group. PL from microlearning modules will be completed as they are released in 2024. The assessment schedule shows that formative assessments linked to units of work are required to be planned collaboratively with stages in a timely way throughout the year. Teacher feedback survey revealed a further need for teacher professional learning and the completion of NSW Department of Education (DoE) New Curriculum modules with a focus on Number Talks and daily number sense strategies. K-6 classroom teachers will also receive additional planning time to differentiate and adapt lessons for successful implementation of the new numeracy units and conduct a focused analysis of check-in data to identify focus areas that could be targeted in classrooms as well as High Potential Gifted Education (HPGE), Intensive Learning Support (ILS) and learning support groups.

What adjustments need to be made to the Strategic Direction?

School self-assessment shows that we need to further embed and continue the practices that have been initiated in 2023.

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
A increase in Check-in Assessment mean scaled score for Years 4 and 6 Numeracy 2023 compared to Years 4 and 6 2022.	In Numeracy, Year 4 had an uplift in cohort average from 61% in Term 2 to 66.2% in Term 4 for 2023. This is an overall uplift of 1.7% from Term 4 in 2022 which had a mean scaled score of 64.5%. Year 6 had an uplift in cohort average from 61.1% in Term 2 to 67% in Term 3 for 2023. This is an overall uplift of 6.2% from Term 3 2022 which had a mean scaled score of 60.8%. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 6 numeracy has increased by3% The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 4 numeracy has increased by 1.6%
A increase in Check-in Assessment mean scaled score for Years 4 and 6 Reading 2023 compared to Years 4 and 6 2022.	In Reading, Year 4 had an uplift in cohort average from 53.3% in Term 2 to 65.5% in Term 4 for 2023. This is an overall uplift of 7.3% from Term 4 in 2022 which had a mean scaled score of 58.2%. Year 6 had an uplift in cohort average from 53.5% in Term 2 to 61.1% in Term 3 for 2023. This is an overall uplift of 6.9% from Term 3 2022 which had a mean scaled score of 54..2% The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 6 reading has increased by 4.5% The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 4 reading has increased by 1%
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.	Teachers assess and plan instruction to support students at varying achievement levels. ILS and Learning Support groups were used to assist with providing additional support for students requiring more explicit instruction and HPGE programs allowed students with writing, math and art strengths to develop their skills further. The new syllabus units have adjustments embedded into the units to support scaffolds and increases in challenge.

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.

• High Expectations
• Develop a Feedback Culture
• Establish Collaborative Professionalism

Resources allocated to this strategic direction

Professional learning
QTSS release

Summary of progress

In 2023, teachers collected evidence of current feedback practices and began working collaboratively in teams to ensure consistency in these approaches across the Stage. Inconsistencies were noted across K-6 classrooms.

In regards to HPGE, professional learning was delivered to staff on HPGE guiding principles and the new policy and surveys were conducted to assess teachers' current attitudes and understanding around it. HPGE groups in the Intellectual and Creative domains were initiated, with identified students participating in mathematics, writing or creative arts HPGE groups throughout the year across Years 2 - 6. A number of students excelled in the Physical Domain, making State or National representation in sport activities.

To what extent have we achieved our annual progress measures?

In the theme of feedback under the Effective Classroom Practice element, the school is delivering and will look to have greater consistency with formative feedback practices related to defined success criteria across a number of learning areas K-6.

In the theme of collaborative practice and feedback under the Learning and Development element, the school has exceeded its goals in teacher feedback as APCIs regularly scheduled to meet with Stage teams to facilitate professional dialogue and collaboration. Teachers and leaders conducted Gallery Walks and classroom observations to provide peer feedback and APCIs modelled effective practice to help drive ongoing improvement in teaching practice and student results.

What lessons have we learned to inform our next steps?

In 2023, school leaders, APCI and teachers will work together to ensure consistency in the type and use of feedback across K-6 classrooms, focusing firstly on the consistent use of Learning Intentions and Success Criteria (LISC) in learning areas as a basis to provide feedback on student learning. For HPGE, a committee containing teachers leading specific domains of HPGE will look to be formed and identification processes for HPGE students within these domains established.

What adjustments need to be made to the Strategic Direction?

The Strategic Direction will remain a school focus in 2024, with particular focus on Feedback and High Potential Gifted Education.

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
A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of lesson planning and explicit teaching, in the element of Effective Classroom Practice where teachers collaborate across teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of students. 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 knowledge. The school continues to work on explicit programs and strategies to further develop high potential in students identified across the school.
The school uses embedded and explicit systems that facilitate professional dialogue and collaboration .	Self-assessment against the School Excellence Framework shows the school is excelling in the theme of collaborative practice and feedback, in the element of Learning and Development. There are embedded and explicit systems in place that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. The APCIs are timetabled to meet with teachers regularly during collaborative practice to foster this and schedule gallery walks and team teaching to offer feedback and shoulder to shoulder support of classroom teachers in their practice.

In the theme of Feedback in the Effective Classroom Practice element, the school has assessed itself as delivering. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Greater consistency in the provision of timely formative feedback related to defined success criteria is a focus for next year. |

Strategic Direction 3: School Culture

Purpose

There is a whole school focus on developing a positive school culture and a sense of belonging for students, staff and community

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
- Refocus on Wellbeing
- Developing Leadership
- Attendance and Engagement

Resources allocated to this strategic direction

AP Curriculum & Instruction

Summary of progress

In 2023, the school collected data throughout the year to inform their practice around teaching and learning and wellbeing for staff and students. Analysis of data allowed for the formation of groups for more focused explicit quality instruction, both within the classroom and to form support and enrichment groups outside the normal class instruction. These groups were flexible and ongoing formative and summative assessments allowed student groupings to change as students progressed. In our focus on wellbeing, the school lead professional learning around staff wellbeing, collecting feedback from staff to plan initiatives and provided opportunities to staff to engage in offsite professional learning and networking.

In terms of student wellbeing, the RPS breakfast club was extended to the whole school to encourage early or on-time arrival to school, with 70% of classroom teachers when surveyed, indicating that there was at least some impact on improving student focus. In supporting incoming kindergarten students and parents in transitioning from preschool to school, a "Thrive to Five" program was initiated this year with great success, 4.69/5 parents saying the program improved their child's school readiness. The gardening club was another initiative instigated to support students indicating a "low" wellbeing, with a noteworthy 90% of respondents rating their post-attendance wellbeing as reported in a school based survey, as being 4 or 5, with highest rating being 5. Demonstrating the high level of positive impact. Feedback regarding Trauma Informed Practices, playground programs and the Continuum of Care/de-escalation plans have seen positive impact for students, the wellbeing data showing a decrease in negative incidents throughout each term.

To what extent have we achieved our annual progress measures?

Across the different elements and themes addressed, the school is sustaining and growing in our progress. In promoting consistent and comparable judgement of student learning, monitoring of student learning progress, and the identification of skill gaps for improvement and areas for extension, the school has created groups for support and HPGE. School leadership including APCI have encouraged leadership within the school staff and collaborated on ensuring quality teaching practice in classrooms.

What lessons have we learned to inform our next steps?

In 2024, the school will continue to assess students and identify ones to support and extend through quality differentiation in teacher practice and additional groups. The school will also look at behavioural data to inform groupings for Learning Links in 2024.

In supporting staff and student wellbeing, the school will continue to offer opportunities for staff to engage with offsite professional learning and networking opportunities as requested to improve professional practice, and continue the many programs that have been successful this year. Ongoing feedback will be sought and regular analysis of wellbeing data conducted to ensure positive outcomes are attained or adjustments in programs are made as necessary.

What adjustments need to be made to the Strategic Direction?

The Strategic Direction will remain a school focus in 2024, with particular focus on Feedback and High Potential Gifted Education.

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.	In the element of Data Skills and Use, a self-assessment against the School Excellence Framework shows the school is sustaining and growing in the theme of data use in teaching. The school uses a range of assessment strategies and has developed a whole-school assessment schedule to document and track assessments across stages for English and Mathematics. It will look to be extended to the other subject areas as well.
Increase the proportion of students reporting a positive sense of belonging using the Tell Them From Me Student Survey from baseline 72% in 2023.	Tell Them From Me Surveys will indicate an uplift in the proportion of students reporting a sense of belonging to the school.
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.	In the Educational Leadership element, a self-assessment against the School Excellence Framework shows the school is sustaining and growing in the theme of Instructional Leadership. Regular professional learning and the support of effective instructional leadership through the APCIs, as well as mentoring of teachers to take on leadership positions in relieving roles is building a strong pipeline of leaders within the school.
Achievement of 2022 system-negotiated targets: • 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	An uplift of 1.1% of the attendance rate from 91.22% in 2023 to 92.2% in 2024

Funding sources	Impact achieved this year
Refugee Student Support $333.37	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Assessment **Overview of activities partially or fully funded with this targeted funding include:** • Professional learning for teachers on how to support refugee students **The allocation of this funding has resulted in the following impact:** Increase in teacher understanding in supporting refugee students **After evaluation, the next steps to support our students will be:** Appoint designated teacher to liaise with family if new refugee students enrol.
New Arrivals Program $9,424.00	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 Ramsgate Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Assessment **Overview of activities partially or fully funded with this targeted funding include:** • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** All new arrivals students gained skills in using "survival language". Initial levels of anxiety decreased due to the 1:1 support. All students were able to move from withdrawal programs to being supported within their own classrooms. **After evaluation, the next steps to support our students will be:** Ongoing English as a Second Language or Dialect (EALD) support as phase one students. They will be assessed against criteria for NESB students included in the new curriculums.
Integration funding support $58,998.00	Integration funding support (IFS) allocations support eligible students at Ramsgate Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Assessment **Overview of activities partially or fully funded with this targeted funding include:** • Employment of staff to provide additional support for students who have high-level learning needs • Intensive learning and behaviour support for funded students • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • Additional staffing to assist students with additional learning needs

Integration funding support $58,998.00	• Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) **The allocation of this funding has resulted in the following impact:** Increased equity of access to curriculum for students with high level support needs. **After evaluation, the next steps to support our students will be:** Continued 1:1 and small group support within the classroom.
Socio-economic background $52,835.94	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Assessment **Overview of activities partially or fully funded with this equity loading include:** • Professional development for staff to support student learning • Resourcing to increase equitability of resources and services • Providing students without economic support for educational materials, uniform, equipment and other items • Resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Decrease in late arrivals. Increase in belonging of individual students. Deepening of parental connectedness to school. **After evaluation, the next steps to support our students will be:** Continue to utilise the funding to provide equitable opportunities for students from low SES backgrounds.
Aboriginal background $2,768.72	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Assessment **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support literacy and numeracy programs • Community consultation and engagement to support the development of cultural competency • Collaboration with network and consultants to implement Aboriginal Education with a focus on the implementation of Cultural Program for students **The allocation of this funding has resulted in the following impact:** A school wide approach to upholding Aboriginal Education policy requirements. Equitable access of resources including additional staff to support Aboriginal students learning in numeracy and literacy. An increase in cultural competency for our Aboriginal and non Aboriginal students being involved in network collaboration and community engagement of cultural programs. **After evaluation, the next steps to support our students will be:** Analysis of Aboriginal student data results from NAPLAN and Check in Assessments against non Aboriginal students within the school context and

Aboriginal background $2,768.72	similar schools in the network. The continuation of additional staff to support literacy and numeracy programs targeted at improving literacy and numeracy performance. High expectations and monitoring of attendance data to encourage high engagement of learning. Increasing cultural competency of non Aboriginal students and continue to strengthen and promote cultural safety and through community engagement and cultural programs across the network.
English language proficiency $228,129.53	English language proficiency equity loading provides support for students at all four phases of English language learning at Ramsgate Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Curriculum **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** ESL students performing at or above non ESL peers in reading, writing and grammar NAPLAN **After evaluation, the next steps to support our students will be:** Continue to focus on explicit teaching of reading, writing and grammar in small group tuition and within classrooms.
Low level adjustment for disability $177,057.38	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Assessment **Overview of activities partially or fully funded with this equity loading include:** • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of Learning and Support Teachers and interventionist teacher • 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 **The allocation of this funding has resulted in the following impact:** 25 students in stage 1 successfully exited the MiniLit program and no longer required support from the program. All students in stages 2 and 3 who participated in the MacLit program, successfully completed it. **After evaluation, the next steps to support our students will be:** Continuation of small group tuition in literacy and numeracy.
Professional learning $35,421.46	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.

Professional learning $35,421.46	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Develop a Feedback Culture • High Expectations **Overview of activities partially or fully funded with this initiative funding include:** • Teacher relief for staff engaging in professional learning • Course costs for staff undertaking recognised courses • Presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • Other methods of learning designed to improve student outcomes. **The allocation of this funding has resulted in the following impact:** A school wide approach to feedback. **After evaluation, the next steps to support our students will be:** Develop strategies to support students in developing individualised goals in response to the feedback received
QTSS release $103,808.74	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ramsgate Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improve Reading and Numeracy Curriculum • Develop a Feedback Culture **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** 75% of RPS teaching staff have a medium to high level of confidence in implementing the new mathematics syllabus. Improved student engagement through number games and video. **After evaluation, the next steps to support our students will be:** Continuation of professional learning and shoulder to shoulder support with the Curriculum Implementation Reform.
COVID ILSP $76,415.36	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in numeracy • Providing intensive small group tuition for identified students who were below their peers in the areas of literacy and/or numeracy. • Development of resources and planning of small group tuition • Employing/releasing teaching staff to support the administration of the program

| COVID ILSP

$76,415.36	**The allocation of this funding has resulted in the following impact:** 90% of students showed an improvement in their number and place value skills after attending a ILS withdrawal group for ten weeks. as was recorded in The National Literacy and Numeracy Progressions (PLAN2) **After evaluation, the next steps to support our students will be:** Engagement of School Learning Support Officers (SLSO) to continue small group tuition for identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	302	289	277	263
Girls	267	253	238	217

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	95.1	94.7	90.1	92.3
1	95.0	93.3	87.0	91.8
2	95.1	93.8	86.9	93.3
3	95.6	93.9	87.9	88.3
4	93.2	93.4	88.8	90.7
5	94.2	91.9	88.2	91.5
6	95.0	92.9	86.9	91.0
All Years	94.8	93.5	88.0	91.2
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	5
Classroom Teacher(s)	16.48
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher EAL/D	1.4
School Administration and Support Staff	3.78

*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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	676,920.08
Revenue	5,186,827.26
Appropriation	4,855,834.03
Sale of Goods and Services	3,708.34
Grants and contributions	305,246.79
Investment income	21,738.10
Other revenue	300.00
Expenses	-5,237,443.22
Employee related	-4,797,548.83
Operating expenses	-439,894.39
Surplus / deficit for the year	-50,615.96
Closing Balance	626,304.12

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	48,975
Equity Total	460,792
Equity - Aboriginal	2,769
Equity - Socio-economic	52,836
Equity - Language	228,130
Equity - Disability	177,057
Base Total	3,633,145
Base - Per Capita	134,034
Base - Location	0
Base - Other	3,499,111
Other Total	384,148
Grand Total	4,527,060

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

The school seeks feedback both formally and informally from parents, teachers and students.

In 2023 we surveyed parents of stage two students about homework. There were 60 responses. 70% of parents were happy with the amount of homework set, 25% responded too little and 5% responded too much. Majority of parents would like to see a combination of on-line and paper-based homework. 93% of parents responded that they actively worked with their child to complete homework, with the greatest support given to mathematics. On a ranking of 1-10, with 1 being of no benefit and 10 being of the highest benefit, parents responded with an average of 4 to the question of homework set being beneficial to their child's learning. However, 93% of respondents wanted homework to continue. Reflecting on this, we will need to follow up with questions as to what benefit parents feel that homework is to their child.

Strategic Direction 3 in the Strategic Improvement Plan has a large focus on student wellbeing and attendance. One of the activities to support this was the introduction of a breakfast club. Students attending breakfast club were surveyed and 91% responded that they enjoyed Breakfast Club with just over 40% attending three to five times per week. 52% of students responded that they never had breakfast at home or had breakfast once or twice a week at home. 60% of students responded that having breakfast at breakfast club helped them to concentrate and learn in the classroom a bit better or very much better. 78% said they liked the food and an average of 40% said they enjoyed the social aspects such as meeting new friends, chatting with the teachers and helping with the serving and washing up.

In 2023 the school collected data through the Tell Them From Me surveys (TTFM) for students. The surveys provided data about a range of school practices and procedures as well as school life. Below is a snapshot of the TTFM student results: 72% reported a positive sense of belonging where they feel accepted and valued by their peers and others at their school, 89% Students have friends at school they can trust and who encourage them to make positive choices.. 86% of students Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 39% of Students do homework for their classes with a positive attitude and in a timely manner. 92% of Students that do not get in trouble at school for disruptive or inappropriate behaviour. 54% are interested and motivated in their learning but 88% say they try hard to succeed in their learning. 95% had expectations for success and 84% advocacy at school. Whilst these results are consistent with other schools in the network and above the state percentages, we are actively putting plans and programs in place, such as breakfast club in an endeavour to increase the sense of belonging and reflecting upon school culture to boost motivation in learning.

In 2023 we collected data from teachers through various surveys including the Tell Them From Me surveys. A snapshot of some of the results: 93% of teachers agree or strongly agree to having a sense of belonging to the school. 92% of teachers agree or strongly agree that they feel well supported in their job. The main factors that would make them feel more supported were: reduced workload and more time to do their job and less administrative work. 80% of teachers agree or strongly agree that school leaders are leading improvement and change. 88% of teachers agree or strongly agree that they have skills and confidence to meet the needs of students with a disability or special needs. 78% feel that the school does a good job in implementing curriculum change.

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.