Our school at a glance

Students
The school enrolment for 2011 was 671 students who were placed in 27 classes: 25 single grade classes and two composite classes.
The school continues to grow with an increase of 52 students from 2010. Students from a Language Background Other Than English numbered 309 or 46% of enrolments. Fifty three different language groups are represented in the school with Greek, Russian, Indonesian, Vietnamese, Japanese and Chinese being the most predominant.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school is well resourced and has high levels of technology support with all teaching spaces equipped with interactive whiteboards and computers.
Gifted and talented programs are funded to provide both a differentiated curriculum within the classroom and additional learning activities focused on personal interest projects such as “Night of Notables”.

A specialist music teacher is employed and teaches K-6 music lessons weekly including regular recorder lessons for Years 2 and 3. This is supplemented by a parent organised band program from Years 4 to 6 which caters for 120 students in three bands and two ensembles.
All students Years 1–6 study either Mandarin (Community Language) or Italian [jointly funded by the school and Comitato Assistenza Italiani (Co.As.It)].

Two teachers of English as a Second Language (ESL) meet the needs of first and second phase English language learners who comprise much of the school’s 46% non-English speaking background (NESB) students. These students are responsive to the programs presented and achieve at a comparable level on The National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

The school continues to fund through the P&C and global allocation, additional teacher and aide time for the learning assistance program.
The Reading Recovery program continues to provide support to students in Year 1 experiencing difficulty with the development of reading skills. An increase in allocation to 0.525 enabled five students per day to access the program daily.

Student achievement in 2011

Literacy – NAPLAN Year 3
Students continue to achieve at a high level in all aspects of literacy with 97% achieving at or above the national minimum standard; 83% or more achieving in the top three bands overall (above proficiency level); and 92% in writing, well ahead of both state and similar or ahead of “Similar School Group” (SSG) average.

Numeracy – NAPLAN Year 3
Students achieve at a high level with 98% achieving at or above the national minimum standard and 83% or more achieving in the top three bands (above proficiency level), well ahead of both state and region average.

Literacy – NAPLAN Year 5
Students achieve at a high level in all aspects of literacy with 100% achieving at or above the national minimum standard; 75% or more achieving in the top three bands overall (above proficiency level) and 80% in writing, well ahead of state and region average.

Numeracy – NAPLAN Year 5
Students achieve at a high level with 99% of students achieving at or above the national minimum standard and 72% or more achieving in the top three bands (above proficiency level), well ahead of both state and SSG average.

Messages

Principal’s message
The expression from the environmental movement Think Globally - Act Locally encapsulates the year for the Randwick School Community.
The original phrase "Think global, act local" has been attributed to the Scottish Greens party town planner and social activist Patrick Geddes.
who expressed the view that the local character of town planning is no accidental happening but is achieved through understanding the whole environment, and the mutual relationships between large and small.

"Think Globally": Think about what you're doing as it affects not just you. Almost everything you do has some kind of impact on others.

"Act Locally": Change begins at home. See what kinds of things you can do and changes you can make to achieve a discernible effect in your immediate community.

Think globally, act locally could be more simply titled: Consider both the big picture and the small picture when making decisions and taking actions.

On any one day we can become overwhelmed by the big picture items and this year at Randwick there have been many:

- managing the numerical expansion of students;
- providing sufficient resources;
- maintaining the community focus and strong value base of the school and taking newcomers along with that;
- predicting the skills our children most need for the future;
- growing the school culture as staff and families change; or
- the minutiae could have engulfed or ossified us.

If we let them, both the big things and the small things can be overwhelming; that's when we need to think globally, but act locally.

By acting locally to improve and broaden programs our students have achieved big picture success in 2011.

This is in no small measure due to our highly committed teaching, support and administrative staff who have worked above and beyond to provide excellent opportunities for our students.

And our students have responded with enthusiasm.

Notable examples have been:

- our debating team as Sydney Region Premiers;
- Tossed and Found in the Playground, our Art and Sculpture Biennale;
- instrumental and choral performances by students at the Opera House, Town Hall, and Chinese Consulate;
- writing, art and mathematics achievements showcased beyond the school;
- our aboriginal students’ success in public speaking; and
- students’ sporting achievements as teams and individuals locally, at region and state.

The positive actions of our community and parents have helped many and in many ways large and small. Our new hall was almost filled at the final thank you morning tea with those who had helped in 2011. It was very evident how each person present had worked locally to make the big picture a positive one.

We are all born egocentric—it’s a biological determinant! Through a combination of nature and nurture, we become more sociocentric.

Most children eventually learn that they are not the centre of the universe. They need to take others and the longer term view into consideration as they make decisions and take actions

- to think globally and act locally—
- but this depends on the environment in which they are raised.

Ben Franklin's concept for starting a day was to simply ask one question of himself—

**What good will I do today?**

This question I believe our students, staff and parents have and will continue to answer in the affirmative for the good of our students, your children.

That means thinking - and acting - for the long term. It means promoting enduring ideas....and getting started!

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the
school’s achievements and areas for development. Susan Allen
P&C message
2011 has been another successful year for the Randwick Public School P&C. This report lists the highlights and acknowledges those who have contributed to this success.

Business as Usual
The Canteen and Uniform Shop have continued to provide a valuable service week after week during the school term and Dian Falidis as Canteen Supervisor and Fiona Barnes as Uniform Shop Coordinator have provided stability and leadership in their respective roles. We will hear about the financial contribution in the Treasurer’s report.

In the Canteen, Dian Falidis has been supported by Mariana Vaneris and a regular group of volunteers who ensure that each day lunches are provided for many hungry children. We have also resurrected the Canteen Subcommittee to make sure there is a forum to discuss canteen menus and operations with input from the school, students and parents.

In mid-2011 we heard the good news about a new library courtesy of funds left over from the Building the Education Revolution. This new building project led to a relocation of the Uniform Shop to the old storage room adjacent to the Parent’s Room.

This move expedited the renovation of the Parents Room which we were planning for 2012. Crispin Arnall fitted the shelves in the uniform shop and will manage the fitting of the new kitchen. He has also been assisted by Carl Stevenage and Conrad Williams.

Supplementing School Resources
The profits from the Canteen and Uniform Shop approximately match the term payments that we provide to the school to supplement educational resources such as readers, library books and, in particular for this year K-6 mathematics resources.

Other activities supported from P&C funds in 2011 included:

- The conversion of the Stage 2 Storeroom into a media room for Stage 3 – a project facilitated by David O’Connell;
- The replacement of the interactive whiteboards and projectors which are a feature of lesson delivery in each classroom;
- Instruments, music and equipment for the school band to make sure the band can meet demand of a successful program in a growing school;
- Part of the Rising Generations Leadership program for Year 5 – thanks David Gowlland;
- Pre-athletics carnival coaching; and
- Sports Uniforms – thank you Belinda King.

Social and Fundraising Events
2011 was another eventful year as we continue with a mix of P&C events. These events successfully work with the school community and smaller fundraisers providing services to the parent community.

The End of Year and Back to School BBQs were great social events. Thanks to the coordination of these events by Mel Connolly and Adriana Skleparis respectively.

The Walkathon, our single biggest fundraising event each year, has slowly built up to pre-GFC levels and I thank Mel Connolly for working with the school and teachers this year along with the volunteers again.

The Trivia Night, the first in our new hall, was a raging success. Adriana presented us with a beautifully decorated hall and 200 parents, friends and teachers fought it out for the title.

The Book Fair – This was as much a social event as a fundraiser. Funds raised exceeded expectations and it was very well sorted and organised. Heidi Dunn coordinated this event with welcome assistance from Penny Szentkuti and Lauren Norton.

Other fundraisers and supported events during the year included The Easter Raffle, The State Election BBQ, The Mother’s Day Portrait Photos, Band Performance night BBQ and Soup, The Canteen Challenge – thanks to Mel Connolly for coordinating, and The Supermarket Challenge, both Coles and Woolworths, thanks to Kate Cooper and Liz O’Connell.

The person who was involved in all of these events to a greater or lesser degree was our...
Fundraising Coordinator, Heidi Dunn. The attributes that Fundraising Coordinators need are energy and perseverance. The Fundraising Coordinator is a critical role in the P&C and I have had the good fortune of working with people like Mel Connolly and Heidi Dunn, who allow us to decide how we support the school to give our children the best education possible.

Sport and the Arts

Undoubtedly the schools most successful extra-curricular activity is the school band. From an organisational point of view this is an activity that is well managed by a group of committed parents and, in particular over the last couple of years, led by SallyAnn Hunting. The band has grown as the school grows and continues to perform very well at performances and competitions. This success is due in no small part to Murray Jackson – our band conductor.

Julie Sengelman took on the role of Sports Liaison in 2010 and has worked well with the school sports committee and other volunteer parents to ensure the school receives adequate support at carnivals. Julie also kept the P&C Executive abreast of issues related to sport so that we can continue to have a sports program that offers as much opportunity and variety to students as possible.

Working Bees and Projects

The external environment has changed a lot over the past two years with the new hall and subsequent relocations of cricket nets and netball courts, and continues to change with new disabled access, and a new library. To some degree these have overshadowed our Term Working Bees. Competing interests on weekends and the occasional adverse weather event has made it difficult to maintain numbers.

Dime Spasovski has been the hard-working Working Bee Coordinator the past three years. We host the four Working Bees each year – one each term – and plenty of other mini-working bees for projects that require labour from time to time. For example, in recent times we have had a project team working on the Parents’ Room.

P&C Business

The administration of our finances in 2011 was looked after by Leah Omar. Leah has ensured that our employees and suppliers have been paid, money has been banked and reports filed throughout the year. On top of that she has contributed the wisdom of a parent that has been around for eight years at the school on the Executive and volunteered on the frontline at many events.

Liz Langley joined the Executive as Secretary earlier in the year and has provided excellent support to the Executive in carrying out these duties. Liesel Lurie filled the role for a short while before Liz joined the executive.

A Forum for discussion

Of course the P&C isn’t just about fundraising, events and budget allocation. In 2011 we have had discussions on a number of topics including:

- school growth and its impact on the school environment and achievement;
- the new library and subsequent relocation of the Parent’s Room; and
- the location of Year 6 school camps.

We have also hosted or run:

- an Ideas Forum in the lead up to the planning and budgeting for 2012;
- School Satisfaction Surveys; and
- Presentations on:
  - NAPLAN
  - Public Secondary Schools from local Principals
  - Kindergarten information evenings.

Looking back over the past three years some of the achievements that the P&C and the broader school community can be proud of include:

- the Ethics pilot and the introduction of classes at Randwick as an alternative to Special Religious Education;
- Supporting the school in its negotiations with the Department of Education and Communities (DEC) over school hall modifications;
- Resolving challenging decisions regarding the school sportsperson award; and
- Of course, the perennial discussions over uniforms.
The P&C forum should always be a place where parents and citizens feel safe to express minority views to challenge us, make us think and consider other points of view and be able to justify our own. May this continue into the future.

**Farewell**

As outgoing P&C President I would like to recognise everyone I worked with on current and past executives including former Secretary, Serina Stretton, who taught me about the ways of the P&C; the aforementioned former Fundraising Coordinator and VP, Mel Connolly; former Treasurer Alicia Palmer for her business savvy; and the aforementioned Heidi Dunn who began as Secretary before taking on the Fundraising/Events role.

Other non-executive members of the school community who have been instrumental in fostering that community include Adriana Sklepatis for her event coordination, in particular with the BBQs and Trivia Night, and Roslyn Dunn who has taken on the Parent Morning Tea coordination among many other general volunteering roles at events and in the canteen.

Thanks to all who have volunteered to support the activities of the P&C and the school. Without you the events we plan don’t happen, the services don’t run, the community doesn’t exist.

Thanks to the Principal Susan Allen for her support and guidance on a range of issues. The role of P&C President opens your eyes to the challenges a Principal faces at a dynamic and successful school like Randwick. Susan is a school leader who values and recognises the input of the parent body and it has been a pleasure working with her and also her deputy, David O’Connell.

I have to thank my wife, Karen, and my children, Emily, Stuart and Scott for allowing me the opportunity to serve the school community over the past three years in this capacity. Everyone who volunteers knows the power of modelling community service behaviours for their children but there are always occasions when things need to get done and the sacrifices are felt more keenly.

John Swinburn
P&C President 2009-2011

**Student representative’s message**

Twelve Year 6 students are elected by students from Years 2 to 5 as Captains, Vice Captains and Prefects. The Student Representative Council (SRC) has elected representatives from grades 2-6. The combined group of Prefects and SRC, as members of the school leadership team, together with the House Captains and Vice Captains, hold fund raising events to raise money for charity and advise on student suggestions for improving the quality of school life.

Throughout 2011 the SRC has undertaken many initiatives which have fostered positive multi-age interactions between students, promoted environmental issues and allowed for fundraising to support various organisations.

The student executive continues to be active representatives for their peers and readily contribute suggestions to improve both the dynamics and aesthetic appeal of our school.

In doing so, the SRC has greatly enhanced its profile within both the school and local communities.

The Prefects have the responsibility to represent the school at formal events, lead assemblies and assist in the convening of the SRC.

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

Student enrolments continue to grow with both local and out of area families actively seeking enrolment. The school plans its intake each year to ensure that local and sibling enrolments can be accommodated in the years to come. Requests for enrolment places continue to exceed the school’s capacity.
Student attendance profile

Student attendance on a daily basis is very high. The multicultural profile of the school combined with the number of parents employed in tertiary training institutions means that a significant group of students take extended overseas journeys particularly associated with extended vacation periods or parent sabbaticals.

Management of non-attendance

Student attendance is maintained at a high level. The school is proactive in supporting attendance through dissemination of information on the importance of regular attendance, monitoring of attendance records and follow up contact with parents where there is a pattern of absence developing.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes

There are 27 classes structured in grade groups and two composite class groups.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>23</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
</tbody>
</table>
School Administrative & Support | 4
---|---
Total | 36,525

The National Education Agreement requires schools to report on Aboriginal composition of their workforce.

The school has one staff member identifying as Indigenous.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>254,811.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>313,328.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>502,766.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>560,597.00</td>
</tr>
<tr>
<td>Interest</td>
<td>24,310.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23,466.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,679,278.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning       |            |
| Key learning areas        | 101,363.00 |
| Excursions                | 69,680.00  |
| Extracurricular dissections| 276,543.00 |
| Library                   | 10,773.00  |
| Training & development    | 18,185.00  |
| Tied funds                | 154,575.00 |
| Casual relief teachers    | 63,791.00  |
| Administration & office   | 97,443.00  |
| School-operated canteen   | 0.00       |
| Utilities                 | 47,342.00  |
| Maintenance               | 47,863.00  |
| Trust accounts            | 22,122.00  |
| Capital programs          | 45,599.00  |
| **Total expenditure**     | 955,279.00 |
| **Balance carried forward**| 723,999.00 |

The balance carried forward includes $336,000 recovered from DEC for Building the Education Revolution (BER) which remained after completion of the hall project. The school has undertaken to self-manage a relocation, refurbishment and extension of library facilities to be completed in 2012. Additional funds have also been set aside for the ongoing maintenance and upgrading of technology and associated work for this project.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

The school has a high academic, sporting and creative arts profile within the community, which attracts a significant number of out of school area students seeking enrolment resulting in an increase of two classes.

The school enjoys excellent facilities including a hall, music room, computer and language rooms and fitness, sport and recreational equipment in the playground as well as a large Out of Hours School Centre. A range of after school programs are also offered including drama, art, homework groups and sport.

**Achievements**

**Music**

**Kindergarten** classes, under the direction of Pamela Coleman, are involved in a music program for one hour each week. During Term 1 they learned simple percussion, well known dances, songs and also created their own movement to music. As the year progressed they continued to build upon their repertoire of songs and develop their ability to read musical scores while playing percussion instruments.

**Years 1-6** participated in performance groups providing experiences across the creative arts curriculum. All teachers of these grades, as well as the music teacher, jointly implemented this program and over the year children participated in group activities in drama, music, percussion and dance.

**Years 2 and 3** also followed a recorder program. This provides the ground work for their progression into the successful band programs that exist in Years 4-6. This year’s focus has been on note reading, as well as technique and
students are now able to read pitch and rhythm in the treble clef. The Year 3 students took part in a performance at Presentation Day.

The Recorder Group performed at the Opera House in the Instrumental Festival and also at special assemblies throughout the year. There has been significant progress in recorder skills this year and we have begun to incorporate treble and tenor recorders into this group.

The Senior Choir, from Years 5 and 6, performed in the Expanding Horizons Gala Concert at the Opera House this year. They sang in a massed choir of over 700 students singing four part harmonies. At this concert a choir of Randwick voices from Years 3-6 performed the national anthems of Australia and China under the direction of Pamela Coleman and Xia Liu, our Chinese Community Language teacher. This was repeated at the Chinese Embassy to welcome the new Ambassador to Sydney.

The Junior Choir; from Years 3 and 4, were once again successful in gaining a place in the Primary Proms Concert at the Sydney Town Hall in September. The Junior Choir also sang at Harmony Day Assembly and Education Week Open Day.

Band

The school band program is an extracurricular activity that provides musical enrichment to students within the framework of the educational values of the school. This year 100 students from Years 4, 5 and 6 participated and in addition to the four bands continuing from 2010, a Wind Ensemble was formed for Years 5 and 6 students to cater for instruments not part of the Stage Band. The program is organised by a committed and capable group of parent volunteers and engages the services of a professional musician, Murray Jackson, as conductor.

In 2011, the Training Band had 43 members from Year 4 who started instrumental tuition at the start of the year. The Intermediate Band had 30 students from Year 5 and the Senior Band had 27 students from Year 6. The Stage Band, newly formed at the start of each school year, caters for students with a higher performance level and greater musical experience. It consisted of 16 Year 5 and 6 students. The Wind Ensemble consisted of 13 Year 5 and 6 students. Rehearsals for all groups are held before school from 7.45-8.45am and professional tutors provide weekly lessons on all band instruments at school.

All bands continued to expand their musical experiences with a number of in-school and public performances. Highlights included:

- The Training Band played at a parent breakfast;
- The Intermediate Band and Senior Band performed in workshops with the Navy and Army Bands respectively;
- The Senior Band auditioned and was accepted to play at the Sydney Town Hall as part of the Primary Proms and was awarded a Silver medal at the Dickson’s Yamaha Band Festival;
- The Wind Ensemble was awarded “Highly Commended” at the McDonalds Sydney Eisteddfod and performed at St Jude’s fair;
- The Stage Band was selected to provide a 30 minute pre-concert performance in the foyer of the Opera House as part of the DEC Expanding Horizons concert and also played at South’s Showcase; and
- The Bands received two silver and two bronze awards at the 2011 NSW School Band Festival.

The program is primarily self-funded with capital purchases supported by the P&C. In 2011 the band purchased a range of new music, ten music stands and some instruments. The instrument purchases enhance the balance and sound of the band and are available for hire. This gives students greater opportunities to participate, as many of these instruments are expensive. This year the band program purchased two oboes, two tenor saxophones, one baritone saxophone, a drum kit and cymbals and some sundry percussion.

The band committee consists of Caroline Adler, Sue Donaldson (Treasurer), Beverly Duffy, SallyAnn Hunting (Band Coordinator), Eliza Leung, Jill Robertson, Serina Stretton, Russell Wyatt, Catherine Young and Murray Jackson.

Visual Arts

All classes have completed a variety of visual art projects within their classes. These art works are linked to the stage outcomes stated in the COG’s
units. A variety of resources have been purchased and distributed across the school ensuring a range of experiences for all the children.

All teachers at Randwick Public School participated in two sessions of professional learning that were led by two teachers who also work as artists. The information gathered in these sessions was used to enhance and inspire the visual art taught in classes.

Teachers led students in the creation of an individual original piece of art work for a fundraising activity. Each class has also created a unique canvas; each child in the class has made a contribution to the planning and creation of each artwork. On a grade basis large scale installations were created for the playground. These installations were used to enhance the visual impact of the school at our biennial art event. All final art works were collaboratively formed to create pieces of art work for the biennial art event “Tossed and Found in the Playground – A Sustainable Art Event”.

**Sport**

Student participation in physical education and sport is highly valued at Randwick Public School. The development of healthy attitudes and behaviours, leading to an overall healthy lifestyle is viewed as fundamentally important to a growing child. With this as the goal, a comprehensive sport program is delivered to the students, utilising quality resources and expertise including Primary School Sports Association (PSSA) competitions, representative trials and carnivals, the University of New South Wales (UNSW) Lifestyle Centre, Sportspro program, Footsteps dance programs, Yoga and wellbeing programs.

**Highlights for 2011 include:**

- Active involvement in the Sydney Coastal PSSA Friday sports competition, in both summer and winter has enabled children in Years 3–6 to participate in weekly interschool competition;
- The summer competition (Term 1 & 4) had the following number of students competing in the sports of netball (32), boys soccer (40), rugby league (27), girls soccer (20) and AFL (32);

Randwick Public School achieved the following results in the 2011 Sydney Coastal PSSA inter-school competitions:

- Junior Cricket team was a finalist in the Sydney Coastal PSSA competition;
- Senior Cricket Team was a finalist in the Sydney Coastal PSSA competition;
- Senior Netball team won the Sydney Coastal PSSA competition;
- Senior Boys Rugby League won the Sydney Coastal PSSA competition;
- Senior Boys Rugby League qualified for the NSW State Finals, coming 5th in the state;
- Senior Rugby Union Team won the Eastern Suburbs Rugby Union Competition; this is an annual event open to all schools in the Sydney area;
- Junior AFL won the Sydney Coastal PSSA competition; and
- Senior OZ-Tag was a finalist in the Sydney Coastal PSSA competition.

Several of our students made zone representative teams in league, cricket, rugby union, hockey, netball, Oz-tag, touch football and basketball with eight students going onto represent Sydney Region at State Finals in rugby league (two students), rugby union (two students), basketball (one student), hockey (two students) and cricket (one student)

**Other**

**Pathways**

Pathways is an enrichment program catering for the educational needs of gifted and talented students at Randwick Public School. It is designed to extend students who have already achieved many of the learning outcomes of the mainstream curriculum. Students are selected to be part of the program based on their academic performance.

Students ranging from Year 2 to 6 are able to attend classes concentrating on English,
Mathematics and/or Science and Technology. From Term 4, students in Year 1 are assessed and based on their results are chosen to take part in a Pathways English class. In addition, the “Night of Notables” exercise is open to all Year 5 and 6 students. In order to better meet the needs of the students, new Pathway classes are formed each year allowing different students to enter or exit the program.

The Pathways program is intended to provide these gifted and talented students with further curriculum differentiation, offering them stimulating, open-ended experiences where they guide their own learning and construct their own knowledge. Pathways responds to the needs of the students in a way that is flexible, challenging and interesting and enables students to work with peers of similar intellectual abilities in a motivating environment.

Students embark upon long-term projects and are encouraged to be independent learners. Many students this year have successfully entered external competitions, such as, the Australasian Mathematics Olympiad, Murder under the Microscope, The Sydney Youth Writing Competition and The Poetry Object by the Redroom Company.

Italian

The learning experiences from the units of work in the Italian classroom focused upon reading writing and speaking in Italian. Children took part in singing Italian songs, listening to stories and role-playing dialogues, all in a fun and interactive environment. Italian Carnevale is always an anticipated event. The children wore masks they created and feasted on treats.

Mandarin

The Chinese Language program focuses on improving students’ ability in using the language in everyday life. A series of textbooks revolving around practical scenarios was complemented by classroom exercises aimed at further developing students’ skills in understanding and utilising the most appropriate sentences in given situations. Learning activities were also designed to consolidate basic language ability and to facilitate stronger understanding and appreciation of Chinese culture. At the same time, greater emphasis was placed on cultivating the interest in learning the language.

A highlight of the year was the Expanding Horizon gala concert held at the Sydney Opera House. Our students from the Chinese language program played a leading role in the concert, in which school students from both Australia and China performed together.

**Academic**

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.

- **Year 3:** from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Year 5:** from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

All areas of literacy exceed state and Sydney Region results. The majority of students fall within the top three bands. There are no students represented in band 1 for writing, spelling or grammar and punctuation however, there is one student identified in band 1 for reading. Year 3 girls have improved by 32 scale scores from the 2010 data in the test aspect of reading. There is no comparative data for writing provided as the text type of the test changed from narrative to persuasive and the results were not able to be equated by DEC. Writing scores remain near the top of the SSG..

![Percentage in bands: Year 3 Reading](chart.png)
Numeracy – NAPLAN Year 3

Student results in numeracy 2011 exceed state and Sydney Region results. The majority of students are in the top three bands, however, there is one student identified in Band 1.

Literacy – NAPLAN Year 5

The average reading level significantly exceeds Sydney Region and state, with the majority of students falling in the top three bands in all aspects of literacy. No students were in band 1 for reading and writing.

Year 5 girls are 61 scale scores above the state average in the test aspect of grammar & punctuation.
Numeracy – NAPLAN Year 5

The majority of students are within the top three bands. More students achieved band eight than the SSG which is the top performing group of schools in the state and 50% of students achieved band 7 or 8.

Progress in literacy

Literacy growth from 2009 to 2011 is greater than either the SSG or state. This result has been achieved even though 30% of this cohort was selected for Opportunity Class placement for high performing students prior to Year 5 testing. Year 5 girls are 20 scale scores above the state average growth in the test aspect of grammar & punctuation.
Progress in numeracy

Growth continues to be strong and the average has improved for this cohort even though 30% of moved to the Opportunity Class prior to Year 5 testing.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

One student was withdrawn by their parents from the Year 3 tests and all Year 5 students sat the tests. No other students were exempted.

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |
| Reading           | 96.7 |
| Writing           | 100.0|
| Spelling          | 100.0|
| Grammar & Punctuation | 100.0 |
| Numeracy          | 97.8 |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
| Reading           | 100.0 |
| Writing           | 100.0 |
| Spelling          | 98.7  |
| Grammar & Punctuation | 98.7  |
| Numeracy          | 98.7  |

Significant programs and initiatives

Aboriginal education

At Randwick Public School we recognise that Aboriginal culture is an inherent and significant part of our Australian identity. Consequently we aim to acknowledge, support and advocate Aboriginal and Torres Strait Islander history, culture and accomplishment. We respect the positive contribution contemporary Aboriginal people have made to the school community and promote student education of Aboriginal and Torres Strait achievements and issues.
This year our appreciation of Aboriginal and Torres Strait Islander culture has been demonstrated in a variety of events and programs including:

- Acknowledgement of Country at school assemblies and events;
- Celebrating significant events including NAIDOC week during which students bought NAIDOC merchandise to raise money for Aboriginal programs;
- Developing student understanding of Aboriginal art by offering a variety of opportunities to respond to the work of Aboriginal artists. These creations such as x-ray Aboriginal art were then displayed around the school;
- Teaching a considered and relevant curriculum including Aboriginal perspectives;
- Excursions to Aboriginal art exhibitions;
- Incursions involving visits from popular contemporary Aboriginal Australians such as Luke Carroll;
- Professional theatrical performances for K-6 based on Aboriginal Dreamtime stories;
- Successful nomination of a student for the Sydney Region “Deadly Kids” awards; and
- School Development Day at the NSW Art Gallery exploring Aboriginal Art exhibitions.

Multicultural education

The school’s community and student population provide an example of a highly culturally diverse population working together with the common value of providing the best education for all children. Cultural richness and understanding is enhanced through cross-curricula programs which develop the knowledge, skills and attitudes of all students.

Community harmony is promoted through school policies and practices. Our participation in Harmony Day activities encourages the integration of key values and attitudes of a tolerant and culturally diverse society.

A multicultural lunch was held in each class on Harmony Day in 2011. Families provided lunch in each classroom through the class parent program and children were encouraged to taste and try a diverse range of foods.

The Harmony Day Assembly provided an opportunity for students to display a range of cultural performances related to different cultures as well as an opportunity for recently arrived students to present speeches about their experiences in coming to a new country and school. This enhances understanding by our school community and engenders a desire to assist in settling new families. In 2011 the school was also able to establish an after school homework centre for newly arrived students and families through the generosity of the Eastern Suburbs Multicultural Resettlement Centre.

Community language programs in Mandarin and Italian also offer programs that extend students’ knowledge and understanding of a culturally and linguistically diverse community.

Other programs

Student Welfare, Personal and Social Development

The school addresses students’ needs through a series of structured programs that both teach and support the development of values, respect and responsibility, self-management of behaviours and development of good personal, social and study habits.

Weekly class student centred lessons are presented and reinforced through peer support and buddy programs. The emphasis is on creative group problem solving, building good networks and fair and respectful social interactions both within grade groups and across K-6. Students practise treating one another and teachers ethically and with equity, persisting in achieving desired outcomes in play and work, being inclusive and developing the resources and supports to bounce back in times of challenge.

Connected learning

In 2011 the Connected Learning Team focused on equipping staff and students with access to appropriate technology to meet the learning needs of the 21st century classroom as well as creating further opportunities for students to express their learning through digital media
including blogED, video production and a community partnership with Mind Creativity which successfully saw the school receive complementary copies of Kahootz 3D animation software.

To this end new laptops and digital video cameras were purchased for use in Stage 3 classrooms. These were used to support a video creation and editing project utilising the expertise of local community member Ms Leah Robinson. The project centred on students learning to develop a video concept from scripting and storyboarding through to shooting and finally editing using Adobe Premier Elements. This school and community partnership proved successful not only for students but also for teachers to develop their skills and understandings of both hardware and software.

Additional programs completed:

- School scope and sequence developed;
- Digital media lab operational allowing Stage 3 students to video and edit work more efficiently;
- School website being redeveloped so information is easier to locate and update;
- BlogED established in classrooms around the school; and
- Kahootz.

Interschool debating via video conference continued with Randwick Public School (PS) engaging in friendly competition for student skill development against Grafton PS, Crown St PS, Maroubra Junction PS, Daceyville PS and Engadine West PS. Again Randwick parent, Andrew Harding, was of great assistance providing adjudication and critiquing for all debates. Randwick also took part in a new regional video conferencing (VC) initiative, a VC gala day.

New printing solutions were explored through the Departmental initiative “Pay As You Print Optimisation” program. Pricing through this program was explored to investigate possible cost savings to the school however at this stage the school is able produce increased savings through a direct purchase arrangement. To this end new printers and multifunction devices were purchased for the library and main office print room.

English as a Second Language

The needs of ESL learners are met via a range of teaching programs. New Arrivals Program (NAP) students at “phase one” of language acquisition are supported in small group intensive English classes held three days per week. These identified students receive approximately four hours additional intensive support per week depending on needs. Other “Phase 2 & 3” students are assisted within the classroom context. The ESL teaching team operates with the classroom teacher to support students’ language acquisition. Lessons are planned cooperatively and either taught simultaneously or to the whole class. The ESL teacher has an increased focus on oral language and also aims to improve students’ writing and reading skills.

The ESL program continued in 2011 with a staffing component of 1.2 EFT. Two ESL specialist teachers, Mrs Cooke and Ms Falk, are employed on a part time basis each for three days per week. This year Ms Falk has worked with students and teachers from Years 3–6 while Ms Cooke has worked with students and teachers from K-2. A small additional allocation was obtained (approximately half a day per week) based on a submission for newly arrived students from a language background other than English who have significant English language learning needs.

Reading Recovery

Background:

In 2011, the school received an allocation of 0.525 (five students per day) for the Reading Recovery program. This is the 4th year of implementation of the program in this school. The program was administered by Ms Vicki Talbot for the whole of 2011. Fourteen children entered the program this year. This was 12.6% of the 111 Year 1 students. Thirteen of the fourteen children successfully discontinued. One child was referred off the program due to special learning difficulties.

Outcomes:

Of the students who entered the program, 92.8% discontinued the program at level 16 or above.
All students scored on the Burt Reading as age appropriate or above.

The average number of weeks for students in the program was 11 and the average number of lessons was 42.

All Year 2 and 3 students formerly on the program were monitored. All these students successfully maintained or exceeded the minimum required levels except three. There were either severe learning difficulties or social/emotional problems diagnosed. There were three transfers to other schools or interstate.

**Recommendations:**

The results of the Year 2 and 3 monitoring show an overall increase in both the reading and spelling levels of these children. The Year 2 students will be monitored again next year as part of the Reading Recovery program, and several students will also be placed in the Support-a-Reader Program (SARP).

The Reading Recovery participants this year will be monitored for the next two years and will be included in SARP as a priority.

Reviewing methods, timetabling and sharing ideas in teaching practices have been happening in stage meetings and informal situations. The school has been given the existing allowance for 2012 with the present Reading Recovery teacher filling the position.

**Support Teacher Learning Assistance (STLA)**

This year the STLA program has supported 62 students at Randwick. This involves intensive small group work often with individualised programs within the groups. Groups varied in size from four to eleven depending on student need and ability.

The focus for Year 1 students was on reading and comprehension skills for the first half of the year. In Term 3, teachers identified a group of children requiring support with writing, including letter formation and fluency. Children assessed for the Reading Recovery program were supported by STLA before and after completing Reading Recovery. Close liaison with the class teacher and benchmarking children as they progressed was integral to the progress of each student in Year 1.

Year 1 students received a take home pack of words and reading material with detailed suggestions as to how to support and extend the students literacy at home.

Years 2–4 students targeted by the class teacher were assisted by the STLA program in reading and comprehension skills. At various times throughout the year these groups attended STLA twice a week for intensive support.

In Term 1 and part of Term 2 students in Years 3 and 5 received STLA support for a short intensive program. This program included comprehension genre structures, mathematics review and multiplication practice.

The STLA teacher also assisted in the testing and application for five students to be candidates for the Intensive Reading program at Daceyville PS. One student was accepted into the program and is currently attending.

**The Learning Support Team 2011**

The Learning Support Team for Randwick Public School aims to facilitate processes and strategies to cater for the needs of all students who have special needs within the school. Such needs could include physical, social, emotional, behavioural and academic concerns.

The Learning Support Team is a decision making body. We aim to maximise the use of Department support (where applicable), outside agencies (where applicable), as well as school resources and personnel, in order to have a more coordinated and efficient structure to improve learning conditions for students and staff.

Our outcomes include:

- Quality teaching and learning programs for all students K-6;
- Support and guidance for teachers to cater for diverse range of needs within any one classroom, year level or across school;
- Effective communication between concerned parties; and
- Coordination of resources.

**Our Purpose:**

A school Learning Support Team (LST) coordinates planning and decision making so that the educational needs of all students are addressed. The support and resources within the
school are most effectively coordinated by the LST. The LST focuses on:

- addressing the learning needs of students by ensuring that collaborative planning and programming occurs in the classroom to meet needs;
- effective implementation of strategies are in place;
- available and appropriate resources are being utilised; and
- monitoring, assessment and reporting strategies have been agreed upon.

LST members include the LST Coordinator, the School Counselor, STLA teacher, Reading Recovery teacher, Pathways teacher, five school learning support officers and Stage representatives. The LST engages in regular meetings with parents, specialist doctors and therapists, DEC and Out of Home Care representatives, as well as Department of Community Services case workers to ensure all students and their families are supported in accessing the best possible learning outcomes for their children.

Environmental Sustainability

The Environmental Sustainability program is a school-wide quality learning program for all students interested in environmental science. This program began in 2011 and is funded by a commercial grant attained from Westpac. It consists of open-ended, purposeful, multi-sensory environmental activities that encourage leadership and social interaction. The DEC Sustainability Education and Management Policy is incorporated into all stage-wide and school-wide rich learning experiences offered such as; “Garden Club”, paper recycling, plastic and food recycling, zero-waste days, drip busters, lights monitoring and “Ecomaniacs” which is run weekly. Connections have been established with outside community groups such as Centennial Parklands, the Eastern Suburbs Sustainable Schools Network, Cross City Tunnel, Bunnings and the Randwick Council Ecocentre.

Raw Art

All students in Kindergarten to Year 6 participated in Raw Art in 2011. All classes worked alongside professional artists, who covered a variety of visual art skills using a variety of media. The work produced is proudly displayed in our stairwells and hallways. All pieces of art work were of a very high standard. After another successful year we will look to continue art programs with specialist teachers at school in 2012.

Progress on 2011 targets

Target 1: Literacy

Consistency of assessment and data collection of literacy outcomes K-6 to inform teaching, extension and support programs for students.

Strategies to achieve these targets:

- Reading assessment data such as Benchmark Reading levels, PAT comprehension and spelling recorded on Edupro each term where all teachers can access information, identify student ability levels and plan appropriately;
- Active comparison of data made for each stage by responsible executive member and remediation strategies implemented where progress falls below the average;
- Providing clear information to parents at Term 1 interviews and in subsequent written reports;
- Continued development of assessment rubrics in writing and public speaking to inform teaching; and
- Best Start assessment data used for early identification of student ability levels upon entry into Kindergarten.

Our Achievements include:

- Establishment of an effective whole school student tracking system. Edupro was used to maintain assessment practices and communicate results from grade to grade. Standardised tests such as PAT Vocabulary, Comprehension and Mathematics and the South Australian Spelling Test are recorded on Edupro, for easy retrieval and monitoring of student progress. Teachers use this data to inform their planning, teaching and evaluation of programs to create specific teaching and learning activities for their students;
- The consistent use of data collection to identify students for graduated levels of support in Reading (Reading Recovery, STLA, SARP, parent
tutors and peer tutors in class programs). There is a whole school assessment schedule for benchmarking all students K-6 in week 5 of each term until they reach Level 30;

- Consistent Guided Reading programs in the classroom and regular home reading has improved reading progress for most students through their NAPLAN and Benchmark reading levels;

- The Lexile Library program is accessed by all students in Years 2 to 6 who are reading above Level 25 on the Reading Recovery Levels. This program allows students to borrow leveled books from the school library and to track their own progress. The leveled reading books are integrated into students’ guided reading programs and DEAR reading in the classroom;

- The creation of recommended reading lists put on the Premier’s Reading Challenge website and the purchase of books on the Premier’s Reading Challenge for students to read and enjoy;

- The purchase of software and other IWB (Interactive White Board) programs to enhance guided literacy lessons in the classroom. The additional purchase of four new Benchmark Reading Kits has ensured the ongoing consistency in benchmarking students and ensures that texts used for assessment are at the correct levels;

- Purchase of big books relating to text types both contemporary and traditional;

- Setting common writing assessment tasks across the school to compare student writing across the grades and engage in professional dialogue. Teachers compare writing samples to analyse student strengths and weaknesses and then plan appropriate teaching/learning programs to cater for different stages in writing. Assessment rubrics have been created for each writing task as well as public speaking. These were created in consultation with the whole stage and adapted for year level accordingly;

- Assessing all students in Years 1-6 in persuasive texts by setting a pre-test and a post test and giving explicit criteria and feedback to the students;

- Develop debating teams to participate in district competitions;

- Whole school participation in public speaking, leading up to representatives from each stage taking part in the Sydney East Public Speaking Competition. Students were encouraged to think, write and speak about issues relevant to their age and grade. Some members were successful in proceeding through to the final stage of competition; and

- Best Start data used to create specific teaching and learning programs for Kindergarten students.

**Target 2: Numeracy**

*Increased levels of numeracy achievement for every student.*

*Improved whole school consistency in assessment and data collection of numeracy learning K-6 to inform teaching, extension and support programs for students.*

*Embedding quality teaching into class programs.*

**Strategies to achieve this target include:**

- Engage staff in discussions of NAPLAN data to inform teaching and learning programs;

- Implementation of working mathematically strategies, open-ended questions and Mathematics investigations in mathematics programs K-6;

- Tracking student progress through assessment Years 3-6 and SENA K-2;

- Inform the school community of mathematical teaching strategies to support student learning; and

- Develop a parent support program to assist targeted students in speed and fluency in mental computation of basic facts.

**Our achievements include:**

- Whole staff and stage meeting NAPLAN data analysis. Classroom teachers were able to identify student growth and differentiate teaching and learning programs to meet student needs. Students in lower bands were identified for support programs;

- Establishment of clear file paths for teaching staff to enter and retrieve SENA data, Progressive Achievement Tests (PAT) and benchmarking data through Edupro software and timeline schedules. This has enhanced
teacher capacity to track student progress and program accordingly;

- Parent held information evenings on National Curriculum directions and ways to support student achievement in numeracy. Parent information sessions have allowed parents to engage with mathematical learning in the classroom. Parents are better informed and have support to guide mathematical thinking to help their children at home;

- Formation of a parent support program to target student learning needs in mental computation. This program is being trialed in Term 4 with full implementation in 2012;

- Provision of staff professional development for the consistency in the delivery of tables drills in class lesson plans across the school;

- Working mathematically teaching strategies have been incorporated into Stage planning sessions and professional dialogue has demonstrated an improved understanding of strategies to support students in working mathematically;

- Provision of opportunities for students of all ability levels to work mathematically by applying applications of mathematics to real-life situations through a “World of Maths” hands-on incursion experience. This program supported working mathematically experiences by students and enhanced teacher strategies to provide meaningful, connected learning experiences in the classroom; and

- Participation in Sydney Region Number Crunchers program. This has motivated students to succeed in mathematics and has provided higher achieving students recognition and peer support. Success in mathematics begins with positive attitudes.

**Target 3: Student Engagement and Retention**

_A rigorous continuum of learning from K-6 which provides for every student with particular emphasis on Quality Teaching and transition points, responding to every student’s aspirations and learning potential._

**Strategies to achieve this target include:**

- All students supported appropriately to engage in school programs;
- Maintain programs to provide broad curriculum offering both in school and out of school hours;
- Revisit Quality Teaching and Learning (QTL) documents to incorporate targeted elements in planning, programming, assessing and teacher practice;
- Develop school based assessment programs that facilitate the use of data to inform programs and improve student outcomes;
- Fostering positive values and high self-esteem in students;

- Maintenance of Edupro as an effective data base to track student progress; and

- Ongoing surveys with parents and staff on transition points – Pre-school to Kindergarten, Orientation process for kindergarten, between stages and provision of Year 6 Transition programs.

**Our achievements include:**

- All students are supported appropriately to engage in school programs through access to enrichment programs such as Pathways, as well as support for learning programs such as STLA, Reading Recovery, SARP and Support-a-Maths-Pupil (parent tutor program – SAMP);

- Identification and support from the LST for all aspects of student requirements from academic, social and emotional needs;

- Students were provided with numerous opportunities to engage with extracurricular activities at Randwick, which enabled them to access a wide spectrum of interests. The introduction of the Environmental Sustainability Garden club, Movie makers club and school newspaper have all enabled students to focus on personal interests. The creative and practical arts focus of the school band, Year 5 dance groups, Randwick Idol, whole school performance groups, as well as recorder and choir groups were able to present at numerous Sydney Region concerts such as Expanding Horizons and Primary Proms. All activities proved successful with high student involvement. This year also...
introduced clubs that provided students with alternative activities such as computer club, art therapy and theragames. Outside agencies such as Taekwondo and drama groups also provided students with engaging activities;

- Continual review and focus on elements relevant to Randwick Public School 2011 as part of regular survey data collection. Each year three new areas of focus drive the programming and planning of the school;

- Student tracking and data collection to improve student outcomes and achievements this year were collated as part of our assessment and reporting schedule. The schedule creates whole school consistency for the identification and support of student needs. Avenues of data collection are: Edupro, Beststart, ICAS, NAPLAN, PAT testing, SENA, Benchmarking for KLAs, class assessment and Stage diagnostic testing;

- Positive values and building high self-esteem are a continued focus for the school. Student achievement in academic, musical and sporting areas is acknowledged. Successful programs are continuing with the Buddies program for Kindergarten and Year 4, Year 5 and Year 6 Bounceback leaders, Year 6 House and School leader programs as well as leadership and engagement opportunities with the Ecomaniacs and other clubs; and

- Surveys with parents and staff on transition points including successful transition programs for students with special needs, transition and Open days for Kindergarten, Year 2 to Year 3 parent information night, Year 4 familiarisation visits with local High schools, as well as Year 5 and 6 leadership days.

Target 4: Connected Learning

Strategies to achieve this target:

- Increased access for student to use Information and communications Technology (ICT) in classrooms;

- Build staff and student capacity in the use of digital media and visual literacy in Stage 3;

- Build staff capacity to integrate ICT into teaching and learning programs;

- Build communities of schools for connected learning;

- Improved access to computers: netbooks to Year 5 and 6 laptops to Year 4, and creation of a senior multimedia lab;

- Initiate and develop the use of blogED by staff;

- Re-design and revitalise the school website to incorporate improved information for parents and the community;

- Implement consistent ICT scope and sequence K-6. Collect data on progress in achieving goals; and

- Incorporate use of video conferencing into planned units of work where possible.

Our achievements include:

- IWBs were installed in the remaining classrooms and support rooms. This brings the total number of IWBs installed to 30;

- 2010 Departmental Technology for Learning (T4L) program realised 21 new computers which were installed in the computer lab. Twelve computers were purchased with school funds to set up the entire computer lab with new machines. The older ones added to classrooms resulting in three computers in each classroom;

- New netbook style laptops were purchased for use in Stage 3 similar to same devices as used in high schools under the Federal Government’s Digital Education Revolution initiative. The purchase of these new laptops has enabled the mobile laptop lab currently in use in Stage 3 to be used now by Year 4;

- A joint school/community program ran in Stage 3 to develop teacher and student knowledge and skills in video filming and editing. An outside facilitator designed and implemented the program with our Year 5 classes; and

- A successful debating program was run in Terms 3 and 4 via video conference with schools from inner city and rural communities.

Target 5: Teacher Quality

*Strengthened teacher capacity to improve student learning outcomes.*

*Enhanced school leadership capacity for school improvement.*

Strategies to achieve this target include:
Review Quality Teaching elements to identify new focus elements;
To link professional development to student needs and school planning priorities;
To provide professional learning opportunities to support aspiring leaders within the school; and
To create support networks within the school community to build knowledge of the curriculum, teaching and learning.

Our achievements
The Quality Teaching Survey for students and staff was completed. Management teams analysed data to select new areas for focus in 2011: Intellectual Quality – Problematic Knowledge, Quality Learning Environment – Student Direction and Significance – Connectedness.
The Quality Teaching management team together with the Engagement and Retention Team have engaged teachers in training to use the Quality Teaching Framework in planning teaching programs.
The Quality Teaching team has worked at a stage level to include our focus areas in cooperative planning sessions.
Professional partnerships are continuing to be set up between experienced staff members and NSW Institute teachers and newly employed staff to provide professional guidance when beginning teaching or when beginning at our school.
Aspiring leaders have been encouraged to attend courses to assist in professional development as well as providing opportunities for aspiring staff to network with other professionals.
Opportunities have been created for teachers to form partnerships to up-skill in areas of leadership and management, these include: PSSA, school sport, choir, creative arts (including Raw Art, school displays and the art auction), debating, public speaking, computer technology, sport carnival organisation and dance.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of school leadership and new mathematics strategies.

Educational and management practice
School leadership
Background
The school utilised the School Map Best Practice evaluation instruments to survey a random selection of parents and students and all staff about school leadership. The Leadership Survey was chosen as part of the cycle of evaluations: Learning, Teaching, Planning, Management, Leadership and Culture.
The aspects which impact on leadership are: Leadership Responsibilities, Leadership for Change, Inclusive Leadership and Leadership for Learning.
At Randwick we aim to develop leadership at all levels of our organisation: student leaders, parent leaders, teacher leaders and the executive leaders which comprise the Principal, Deputy Principal, Assistant Principals and aspiring teacher leaders. We provide opportunities to practice leadership in a supported setting and training to develop the skills and practices required. Service to others is promoted as the key aspect of leadership at Randwick.
Teaching students to be leaders begins formally through the SRC beginning in Year 2 and follows on with the Kindergarten/Year 4 buddy program and a formal leadership development program for all Year 5. All Year 6 students become leaders through formal election as Captains, Prefects, House Captains, Ecomaniacs, Library Monitors and Peer Support Leaders.
Staff are encouraged to take on increasingly complex leadership roles in the school to organise programs and events, lead teams and allocate resources. Increasingly teachers offer their skills and expertise through professional learning and mentoring programs. A number of staff have attained formal leadership positions through participation in this development.
Parents demonstrate outstanding leadership within the school to provide physical support for programs, initiate additional programs to enhance learning opportunities for students and promote a sense of community within the school.

Findings and conclusions
Leadership Responsibilities

There was high concurrence (>80%) among teachers, students and parents that the leaders in the school shape the school’s culture to enhance the quality of the school; that relationships are based on trust, collegiality and mutual respect; that leaders hold themselves accountable for student learning outcomes; and that equity is valued and promoted.

There were two to three individual comments from parents to suggest that their experience did not concur with the majority view particularly in terms of seeing themselves receive equal service.

Leadership for Change

Most parents, teachers and students understand that the school is committed to improving educational outcomes for students and implements change effectively. Some parents expressed concern about the school’s growth and how resources could grow proportionally. Currently there has been a number of staffing changes due to a significant number of long service staff reaching retirement age or taking extended long service leave, female staff taking maternity leave and an increase in classes. This has resulted in temporary teachers being engaged for staff on leave or in the interim between retirement and new appointments. The school takes great care to keep parents and students informed of change and to transition new staff but there is a general lack of understanding by parents of the Department’s staffing processes, which may lead to changes in their child’s teacher. The school will continue to inform and educate parents about this process through the P&C and information notes.

Inclusive Leadership

Staff and parents contribute to the statement of school purpose and understand their role in this process but students seem to be less aware.

Opportunities are provided for staff, parents and students to take leadership roles. The school’s programs are designed to ensure that this occurs, are well endorsed and enjoy an increasingly high level of participation.

Increasingly the SRC through strong teacher leadership is becoming more involved in setting directions for the school particularly as it directly impacts on students.

Leadership for Learning

Leaders among parents, staff and students are perceived by the majority to inspire and motivate students to learn through reflective practice and by providing appropriate and constructive opportunities to be involved. The school is seen to be continuously trying to improve its educational practice through consultation and involvement with staff and parents.

Future directions

As with all aspects of the school’s function, communication remains the key. The school will continue to seek all possible ways to keep parents informed and involved through P&C, planned and regular parent meetings and increasingly through electronic communication. Where parents make a similar commitment to participate in these opportunities they are well informed. This informed parent cohort together with staff, have exhibited a desire and ability to make equitable and inclusive decisions about school directions and resource allocation.

Curriculum

Mathematics

Over the past five years the school has implemented the Count Me in Too program in K-2. This program focuses on developing sound number concepts.

Bi-annual SENA testing has informed ability grouping of students and parent workshops have enabled resources to be developed to facilitate leveled group activities for the Count Me in Too programs.

Teachers were provided with training in order to produce cross curricular planning to meet the specific needs of these identified students.

Organisation of mathematics resources and whole school resource auditing will inform future purchasing requirements to facilitate hands-on activities.

The school’s overall performance in mathematics is high. Detailed analysis of individual questions indicates that overall school growth may be improved by individually targeting lower, middle and higher achieving students. This can be achieved with differentiation of the curriculum to provide more complex or multi step problems along with higher order thinking rich tasks to
extend higher achieving students. Targeted programs in the instant recall of basic facts will improve student growth for lower achieving students.

**Background**

Numeracy focused on speed of recall of basic facts as a result of previous surveys over the management cycle. These survey results were shared with the school staff and community at evening information sessions. These sessions provided strategies to staff and parents on ways to assist students to succeed in number.

Mathletics information sessions provided a means for parents to access their students’ progress and updated teaching staff by providing them with detailed reports and data about tailoring teaching programs to meet student needs. This means better differentiation, more focused learning and improved results!

**Findings and conclusions**

**Mathletics**

Mathletics provides a snapshot of individual student’s results and progress. Teachers are better informed on how to create ability groups within classes and how to generate reports to summarise all aspects of Mathletics, highlighting relative strengths and weaknesses of students.

“Challenger” is a resource through which teachers can assign tests to students. Once students have completed the test Challenger, it provides teachers with useful diagnostic and analytic information; providing students with capacity to both remediate and extend their skills. Concerns were expressed regarding some implementation factors: consistency in the number of tasks set; the mechanism for parents to understand how their children completed set work; and for a few students, access to computers at home.

**Future directions**

**Mathletics**

- Consistency within and between stage whole school planning on Mathletics homework set tasks;
- Ongoing training sessions for parents and teachers to refresh understanding of the program; and
- Parent information will be included in the front of student's homework books on how to monitor student progress and log books provided to verify completion of set tasks.

**Findings and conclusions**

**Mathematics**

Parents have supported the ‘SAMP’ (Support a Maths Pupil) program to assist targeted students in speed and fluency in mental computation of basic facts. This program is seeking parent and teacher feedback after a Term 4 trial for full implementation in 2012.

Building works require targeted resource organisation and auditing in 2011. Investigate resources for providing remedial/extension activities.

**Future directions**

**Mathematics**

- Ongoing professional development sessions will be organised with teachers to develop appropriate strategies to reinforce mental computation and fluent recall of basic facts;
- On-going professional development of staff to cater for high achieving students;
- SAMP program to target students in need of support in progress in speed and fluency in mental computation;
- Continuation of Number Crunchers program as available from Sydney Region;
- Revise selection process and implementation of Pathways program; and
- Scope and sequence to be communicated each term to parents as well as expected mastery of numeracy facts for the grade.

**Other evaluations**

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

The school continues to enjoy a high level of parent satisfaction about the quality of teaching, the resourcing of programs and the achievement
of students. There is a very high degree of pride expressed by parents about the school’s standing in the community, its ability to provide a broad high quality education that addresses student and community needs.

Parents believe there is good communication between the school and parents/carers, that they are encouraged to be involved and that there is encouragement to do so by both the school and the P&C.

There are two comments to the effect that parents find communication and opportunity to be involved to be less than satisfactory, particularly in the timeliness of notification. There continues to be some tension about access to learning support and extension programs. These programs are highly supported by the majority of parents and increased notification and opportunity for involvement in 2011 seems to be evident in the generally high regard expressed within the survey. Term 1 interviews implemented in 2011 for all parents and students appear to better address timely communication regarding learning with only one respondent still expressing concern about this.

Future Directions
The school will endeavour through its own staffing allocation, P&C funds and volunteer programs to expand the one day per week allocated by the Department to support students with learning needs.

Reorganisation of the Pathways program for Stage 3 will be undertaken to minimise general class disruption due to withdrawal of students, provide access for more students and provide both challenges and support to Stage 3 students according to need.

The creation of the school’s new website in 2012 will provide an additional way for parents to gain information in a timely manner. Most parents are very committed to staying involved and being active in noting information that is disseminated. All parents need to be encouraged to adopt this approach to school activities and timing of events to ensure they are aware of opportunities for their children.

Professional learning

Professional development in 2011 was directed towards use of technology in teaching and learning; teaching the higher order skills involved in producing writing of superior quality; Implementing Guided Reading groups K-6; teaching a variety of art techniques and sculpture culminating in a huge community exhibition and auction; Aboriginal Education; sustainability education to produce a School Environmental Management Plan and implement a School Kitchen Garden program; and completing all required compliance training.

Early Stage 1 staff undertook extensive training with the Best Start project to implement best practice in the teaching of early literacy and numeracy skills. The school was also identified for a Sydney Region Gifted and Talented project after analysis of Best Start data identified a number of highly talented Kindergarten students who had already completed Early Stage 1 outcomes prior to commencing school. This took the form of a semester writing project which Kindergarten staff presented to their peers and to a district conference.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Leadership & Management
Outcome for 2012–2014

- Leadership development and management capacity spread across teachers and executive
- Innovation and creativity is evident in the range of professional development options undertaken by staff
- Positive learning cultures
- Management practices and accountability
- Instructional leadership

2012 Targets to achieve this outcome include:

- 25% of committees led by teachers;
• All NSW Institute teachers maintain registration; and
• Executive staff participate in management of key roles.

**Strategies to achieve these targets include:**
• Development of team based leadership as part of the 'Team Leadership for School Improvement' program;
• Engage with SLCF to enhance leadership strategies and skills;
• Provide leadership opportunities in school committees for aspiring leaders;
• Staff familiar with Leading and Managing the School document;
• Executive and teacher leaders participate in courses to improve their capacity to lead teams such as Primary Executive Network (PEN) and other DEC Sydney Region initiatives; and
• TARS & EARS school process to identify performance against major accountabilities.

**Curriculum & Assessment**

**Outcome for 2012–2014**
• Innovative practices for 21st century learners and learning
• Quality teaching framework
• Student centred learning
• New syllabuses incorporating the Australian curriculum
• Quality professional learning
• Curriculum breadth and access for all students

**2012 Targets to achieve this outcome include:**
• Introduce Science as a separate teaching subject and develop a scope and sequence in accord with the Australian Curriculum.
• Develop improved rubrics for goal setting and assessment of English comprehension and writing.
• Strengthen programs and teaching in Numeracy K-6 through TPL.

**Strategies to achieve these targets include:**
• Provide access to EDUPRO schedule to support student goals setting within the schools intranet;
• Support for staff to effectively use data analysis to support the differentiation of teaching and learning programs;
• Scheduled data collection and entry into school record management systems;
• Effectively using data to set individual goals for achieving student outcomes;
• Improve teacher confidence in the delivery of science programs through the provision of clearly articulated teaching and learning programming;
• Develop efficiencies in data analysis for stage leaders to identify trend data in K-2 in order to enhance our Yr3 results. Engage staff with the 'Team Leadership for School Improvement' program to support data analysis;
• Sharing staff expertise in current teaching practices to inform differentiated teaching and learning opportunities;
• Promote awareness and involvement for all staff about current environment/sustainable policies, e.g. Drip Buster, Ecomaniacs, Climate Clever, Kitchen Garden and recycling; and
• Implementing the Anti-bullying policy as part of the whole school Bounce Back program.

**Engagement & Attainment**

**Outcome for 2012–2014**
• Quality teaching practices by quality teachers and leaders to engage all students
• Intervention in early years and at key transition points
• Community engagement and partnership
• National Safe Schools Framework
• National Partnerships
• Student Support Officers
• Learning Support Framework
2012 Targets to achieve this outcome include:

- Senior school model for Stage 3 implemented to differentiate the learning program.
- Consolidate the enrichment program, to meet the expected growth of high performing students.
- Clear and effective transition programs to cater for the needs of all students, parents and teachers.
- Implementing a whole school Anti-bullying policy.

Strategies to achieve these targets include:

- Integration of Pathways program to the Senior school to engage a differentiated curriculum;
- Stage cooperative planning sessions to disseminate current and future syllabus requirements;
- Identify individual student’s abilities and streaming into achievement groups for Literacy and Mathematics;
- Maintain the stage LST representative as point of communication for student needs within the stage;
- Identify quality teaching elements for focused school development and implementation throughout at teaching and learning programs;
- School community consultation for the expectations of the Anti-bullying policy in relation to student welfare;
- Collaborative resource collection and sharing to reflect the needs of student values;
- Teachers to follow RPS assessment schedule to inform programming;
- Continue improvement to Transitions programs e.g. entry to Kindergarten, Year 2 to Stage 2, Year 6 exit to high school and learning support transitions for integration students; and
- Continue to provide enriched experiences between parents and community groups and the school.

Literacy & Numeracy

Outcome for 2012–2014

- Evidence based practices, programs and professional learning.
- Explicit targets in literacy and numeracy for each school.
- Explicit targets for student achievement in the higher bands in NAPLAN NSW.
- Government Literacy and Numeracy Action Plan

2012 Targets to achieve this outcome include:

- Increase student performance on NAPLAN:
  - Year 3 Literacy - 87.9% in top 3 bands; reducing the number of students below minimum standard from 6 students to 5. (Average Band Percentages 2009-2011 87.4%)
  - Year 5 Literacy - 80.9% in top 3 bands; reducing the number of students below minimum standard from 3 students to 2. (Average Band Percentages 2009-2011 80.2%)
  - Year 3 Numeracy - 84.7% in top 3 bands; reducing the number of students below minimum standard from 8 students to 7. (Average Band Percentages 2009-2011 83.7%)
  - Year 5 Numeracy - 79.5% in top 3 bands; reducing the number of students below minimum standard from 4 students to 3. (Average Band Percentages 2009-2011 77.8%)

- Identify and improve learning opportunities for special needs students in off test and National testing requirements.
- Build Professional development and support for quality teaching and learning programs in line with TPL & ELDP programs.
- Promote an enriched and differentiated curriculum for all students.
- Identify specific student learning needs for Literacy and Numeracy through consistent data analysis.
• Consistent tracking of student progress in reading 3-6.

Strategies to achieve these targets include:

• Identify the requirements of the English and Maths Syllabus for the Australian Curriculum;
• Explicit teaching of guided, modelled and independent reading and comprehension across all stages;
• Daily guided reading and writing sessions in the classroom with a whole school uninterrupted morning literacy session;
• Explicit and systematic guided and shared reading and writing;
• Explicit modelled and scaffolded teaching of text types;
• Consistency of home reading practices for all stages;
• Evaluation of a variety of maths programs to meet the learning needs in order to differentiate student learning;
• On-going professional development sessions to develop appropriate strategies to teach mental computation and fluent recall of basic number facts;
• Consistency within and between stage whole school planning on Mathletics homework set tasks;
• Community involvement in Support A Maths Pupil (SAMP) to support targeted student Numeracy learning needs;
• Students will be engaged in their learning through connected and meaning learning experiences in the classroom;
• Identify students at risk of not achieving expected growth in assessment as indicated in Best Start and NAPLAN results;
• On-going professional development sessions to engage staff with effective strategies to extend and enrich student learning opportunities;
• Implement the 'Senior School' plan to Stage 3; and

• Engage in a differentiated curriculum with open-ended experiences as part of the Pathways program.

Aboriginal Education

Outcome for 2012–2014

• Readiness for school
• Engagement and connections
• Attendance
• Literacy and numeracy improvement
• Leadership quality and workforce development
• Pathways to real post school options

2012 Targets to achieve this outcome include:

• Build enthusiasm to effectively support meaningful and authentic connections with Aboriginal communities.
• Consistent creation of Personal Learning Plan's (PLP's) in consultation with parents and students.
• Support families and children in engaging in higher attendance rates.
• Build cultural affirmation and celebrate diversity in the 21 century through information communication, technologies, pedagogy and the creative and practical arts.

Strategies to achieve these targets include:

• Recognising that students may enter school speaking a language other than English;
• Design and implementing of enriched programs in consultation with students and their families;
• Acknowledge specific students cultural understanding and facilitating the opportunity to engage with their heritage;
• Engage with local institutions to encourage an understanding of cultural diversity;
• Shared professional development through information technologies;
• Regular scheduled meetings between all stakeholders to develop and review Personal Learning Plans (PLP) for Aboriginal students; and

• Incorporating Aboriginal perspectives into curriculum and stage planning. Including the location of effective resources.

Organisational Effectiveness

Outcome for 2012–2014

• Innovative educational and administration programs, systems and initiatives

• Effective liaison within DEC to support service delivery in finance, human resources and integrated systems

• Evidence based systems, structures and practices to meet the needs of all students

2012 Targets to achieve this outcome include:

• Build and maintain a broad based technology team.

• Establish wireless network through Stage 3 and Library classrooms.

• All staff familiar with and using data to identify student learning needs.

• Develop a clear set of roles and responsibilities for school executive.

Strategies to achieve these targets include:

• Maintain up to date administration systems to support teachers, students and parents;

• Ongoing research and development of school technology infrastructure to ensure innovative technology practice is maintained and systems remain up to date;

• Collection of OFF-TEST data in accord with Edupro;

• Regular review and analysis of NAPLAN and ICAS data to set future directions in Literacy and Numeracy;

• Engage curriculum expertise from all staff; and

• Build common strategic skills and procedures across all classes and stages through TPL.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: