

# Ryde Public School

## Annual Report



2016



3021

## Introduction

The Annual Report for **2016** is provided to the community of **Ryde Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

*Michelle Collyer*

**Principal**

### School contact details

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9809 3181

### Message from the Principal

Welcome to the annual school report for 2016. The report provides an opportunity to showcase and celebrate the learning of all the students at Ryde Public School. It is also a vital part of our reviewing and reflecting on school focus and planning.

Ryde Public School prides itself on providing a dynamic and inclusive learning community. The child is the centre of all decisions made and the goals that over arch all others are to maximise learning for each child and develop life long learning for all.

I would like to take this opportunity to thank the dedicated staff at Ryde Public School for their care, curiosity and determination to provide the best possible educational environment for the students. Thank you to parents, carers and the broader community for your participation in the educational journey of the children.

## School background

### School vision statement

Ryde Public School is a welcoming and friendly school where parents and community members are valued partners in their child's education. We provide diverse and inclusive educational programs that challenge and inspire all children.

### School context

Ryde Public School is located in the heart of the city of Ryde. The school is set on large grounds with buildings that reflect the long history of the school. Sandstone buildings and modern classes blend to provide 21st century learning environments. The students at Ryde Public School enjoy a holistic education that provides opportunities in the arts, sport and academics and nurtures social and emotional development.

Increased urban renewal and development in Ryde is supporting the growth in enrolments. The school community is a reflection of the rich cultural diversity of the city of Ryde. The school is proud that many families have their first Australian school experience at Ryde. Over 80% of enrolments are from language backgrounds other than English and over fifty language backgrounds are represented in our school population.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Students are confident, resilient and connected 21st Century learners

### Purpose

Students are well–rounded, global citizens who are equipped to face the challenges of life beyond school with confidence, resilience and a holistic sense of identity. Students will be engaged through meaningful learning opportunities provided by whole school developed programs.

To create self–aware, resilient, flexible students who think beyond themselves. Our students strive to achieve their full potential, which reflects our school core values.

### Overall summary of progress

Students are increasingly confident in being able to self and peer assess as well as reflect on their own learning journey. Students developing the ability to plot their learning, set personal goals and understand what they know, what they need to know and the next steps.

Project based learning is providing opportunities to enrich and deepen learning. Students are more engaged and knowledge is transferred across different curriculum areas. Explicit practice is used to target skill develop and complex knowledge.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Shift in student metalanguage, reflecting, student identified learning goals. .	Professional learning for Visible Learning and Differentiation.  Increase in student voice and clearer understanding of learning through setting and reviewing personal goals.	\$2000
Teacher program changes reflect project based learning and collaboration	Teachers have met their Professional Learning Goals through reviewing and reflecting.  Mentoring and team teaching time allocated.	\$4200

### Next Steps

Consistency in all learning environments, reflecting shared language from students and teachers. Professional learning to further develop and enrich staff understanding of visible learning and inclusive assessment practices.

Learning programs to continue to reflect project and concept based learning with evidence of opportunities for continuous formative and summative assessment. Staff PDP's are individualised and develop capacity.

## Strategic Direction 2

Staff work collegially to develop a high performing and dynamic learning environment.

### Purpose

Staff are innovative and accomplished lifelong learners who facilitate and enable the best student outcomes.

Teacher quality has the greatest impact on student outcomes. Opportunities to reflect, improve and change teaching practice will maximise student learning.

Leaders and teachers will participate in learning that will increase their skills in differentiating the curriculum to meet the needs of all students. Assessment and evaluation is central to the teaching and learning cycle.

### Overall summary of progress

The refining of the PDP cycle was identified as being a powerful tool to increase the impact of teacher professional development.

Scheduled and ongoing mentoring opportunities have provided strong professional development of programming and assessment strategies.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of planning in programs that includes assessment <i>for, as and of</i> student learning.	Stage teams plan for and review ongoing pre and post learning cycle assessments.  Team based stage planning time, full days with EAL/D and LaST teachers.	\$4000
Consistency of language used in comments when reporting to parents across the school.	Report comments reflect personalised learning and goal setting.	\$0

### Next Steps

Provide more opportunities for formal and informal sharing of professional learning. Explore delivering learning in school groups and network groups.

PDP's identify skill areas and increase leadership capacity – plans are individualised reflecting career stage school strategic directions.

Continue to look for external courses with high impact on teaching learning to enable student learning, using the school's professional development application forms aligned to personal and school goals.



### Strategic Direction 3

Staff, students and the community have a unified, inclusive and engaged partnership.

### Purpose

Create a high performing school in partnership with our community that is inclusive, informed and engaged.

Our school is a cohesive community where all stakeholders are actively engaged in student learning journeys.

Promoting a common understanding of the link between wellbeing and educational achievement, to ensure a cohesive school where all stakeholders are actively engaged and included.

### Overall summary of progress

Kid's Matter implementation and school certification close to completion.

Attendance at parent workshops high and across all stages. Kindergarten families engaged in community connection afternoons. Cultural morning teas have provided opportunities for community to engage. Additional parent workshops have been established for supporting adolescence and learning about cyber safety.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Consistent implementation of Ryde Respect in classrooms and playground</li></ul>	Common language and expectations have been established school wide. This is evidence in all classrooms across the school both visually and verbally.	\$2200
<ul style="list-style-type: none"><li>1, 2, 3 Emotion Coaching evident in all class rooms</li></ul>	Teacher timetables reflect regular circle time. Restorative question posters on display in the classroom and in playground bags.	\$2400
<ul style="list-style-type: none"><li>TTFM Surveys</li></ul>	Across all grades, students indicated they felt cared for. Students knew what was expected of them through explicit learning intentions. Most students had access to computers at home.	\$0
<ul style="list-style-type: none"><li>Increased community attendance during all school events</li></ul>	All events within the school have seen an increase in attendance from parents and the community.  Kindergarten Community connections groups.  Notifications on the school webpage and School Enews have supported communication to our whole school community.	\$3000

### Next Steps

Kids' Matter final steps to be completed for endorsement as a Kids' Matter school.

Continued engagement of all cultural groups and celebrations including Harmony Day and School Fair.

Use survey data to provide parent workshops in key areas both curriculum and wellbeing.

Build knowledge and capacity of staff to enable them to work with a variety of external service providers in partnership with 'Ready for Life, Ready for Success' (Relationships Australia).

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Personalised Learning Plans support the academic, social and cultural learning of all Indigenous students.</p> <p>Whole school participation in Reconciliation week.</p> <p>Aboriginal perspectives are embedded in our concept based curriculum to provide authentic learning experiences.</p>	\$3948
<b>Low level adjustment for disability</b>	<p>Personalised Learning Plans and support programs in consultation with families.</p> <p>Review individual adjustments and progress in Learning and Support meetings.</p>	\$51 826
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Timetabled mentoring sessions allocated.</p> <p>Expert teachers demonstrating in beginning teachers classrooms.</p> <p>Differentiated professional development for Accreditaion</p>	\$8879
<b>Support for beginning teachers</b>	<p>Induction program participation.</p> <p>Additional release and mentoring time.</p>	\$41 371
<b>Targeted student support for refugees and new arrivals</b>	<p>New Arrival Program provides intensive English instruction and support for individual teachers.</p> <p>SLSO support fro students experiencing difficulty settling in.</p>	\$17 398

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	253	284	272	313
Girls	208	220	226	232

Enrollments have continued to steadily increase due to the ongoing establishment of new apartment buildings in the local area.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	93.5	95.1	95.8
1	94.7	96.2	94	96.3
2	96.4	95.1	95.2	93.2
3	95.7	96.1	94.4	96
4	96.1	96.3	94.4	94
5	96.9	97.3	95.3	95.7
6	95.1	96.5	95.6	93.2
All Years	95.9	95.9	94.9	94.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Non-attendance and unexplained attendance is regularly monitored and followed up using our school procedures and expectations. Print outs from Sentral provide details and percentages of individuals and highlight declines. Teachers contact families after two days absent and medical certificates are required. Stage leaders have support meetings with classroom teachers and families then if required LaST referrals are completed, the Principal and Home School Liaison Officer may become involved in follow ups.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Head Teacher(s)	1
Classroom Teacher(s)	23.12
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	0
School Administration & Support Staff	7.96
Other Positions	0.2

\*Full Time Equivalent

The school has one staff member who identifies as being of Aboriginal heritage.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	60

### Professional learning and teacher accreditation

#### All Staff

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

The performance of all teachers is assessed annually by the Principal in partnership with team leaders as per the requirements of the Performance and Development Framework to plan, implement and review professional goals. Staff were provided with professional development sessions to support them to write goals reflective of the School Strategic Directions, identify professional learning needs and collect evidence that standards have been addressed.



All teachers at Ryde Public School engage in ongoing professional learning and meet or exceed the mandatory requirements prescribed by NESA. The professional learning of staff is planned to align with school goals and objectives as well providing opportunities for staff to pursue and develop areas of interest and expertise.

Whole school Professional Learning has been provided in modules for Focus on Reading and Kids Matter.

### Beginning Teachers

Newly appointed teachers receive school based induction, additional support, mentoring and targeted professional learning for their first two years. This support includes one one one mentoring, a year long buddy system with an experienced teacher and access to internal and external professional learning. Ryde Public School also provides additional support to temporary teachers who are new graduates ensuring they are supported in this critical time in their career. Aspects of these programs address our school context, classroom management and curriculum priorities. Staff are provided with ongoing information, advice and guidance within and beyond their own stage team.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>385 589.06</b>
Global funds	388 684.76
Tied funds	343 299.02
School & community sources	410 743.25
Interest	5 287.01
Trust receipts	5 646.20
Canteen	0.00
<b>Total income</b>	<b>1 539 249.30</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	45 548.00
Excursions	87 981.00
Extracurricular dissections	152 503.00
Library	13 934.00
Training & development	19 683.00
Tied funds	218 779.00
Short term relief	59 693.00
Administration & office	101 799.00
School-operated canteen	0.00
Utilities	54 961.00
Maintenance	66 557.00
Trust accounts	11 733.00
Capital programs	186 068.00
<b>Total expenditure</b>	<b>1 019 239.00</b>
<b>Balance carried forward</b>	<b>520 010.30</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary

includes reporting from 1st December 2015 to 30th November 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	685 533.14
(2a) Appropriation	540 559.78
(2b) Sale of Goods and Services	26 169.76
(2c) Grants and Contributions	78 154.38
(2e) Gain and Loss	0.00
(2f) Other Revenue	39 520.60
(2d) Investment Income	1 128.62
<b>Expenses</b>	-373 011.73
Recurrent Expenses	-373 011.73
(3a) Employee Related	-87 809.66
(3b) Operating Expenses	-285 202.07
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	312 521.41
<b>Balance Carried Forward</b>	312 521.41

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 350 850.08
Base Per Capita	28 228.28
Base Location	0.00
Other Base	3 322 621.80
<b>Equity Total</b>	501 366.40
Equity Aboriginal	3 244.72
Equity Socio economic	15 970.81
Equity Language	294 799.63
Equity Disability	187 351.23
<b>Targeted Total</b>	881 758.00
<b>Other Total</b>	169 295.83
<b>Grand Total</b>	4 903 270.30

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## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	685 533.14
(2a) Appropriation	540 559.78
(2b) Sale of Goods and Services	26 169.76
(2c) Grants and Contributions	78 154.38
(2e) Gain and Loss	0.00
(2f) Other Revenue	39 520.60
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<b>Expenses</b>	-373 011.73
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(3a) Employee Related	-87 809.66
(3b) Operating Expenses	-285 202.07
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	312 521.41
<b>Balance Carried Forward</b>	312 521.41

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 350 850.08
Base Per Capita	28 228.28
Base Location	0.00
Other Base	3 322 621.80
<b>Equity Total</b>	501 366.40
Equity Aboriginal	3 244.72
Equity Socio economic	15 970.81
Equity Language	294 799.63
Equity Disability	187 351.23
<b>Targeted Total</b>	881 758.00
<b>Other Total</b>	169 295.83
<b>Grand Total</b>	4 903 270.30

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## School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

### NAPLAN

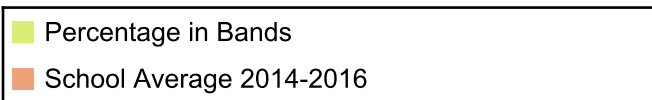
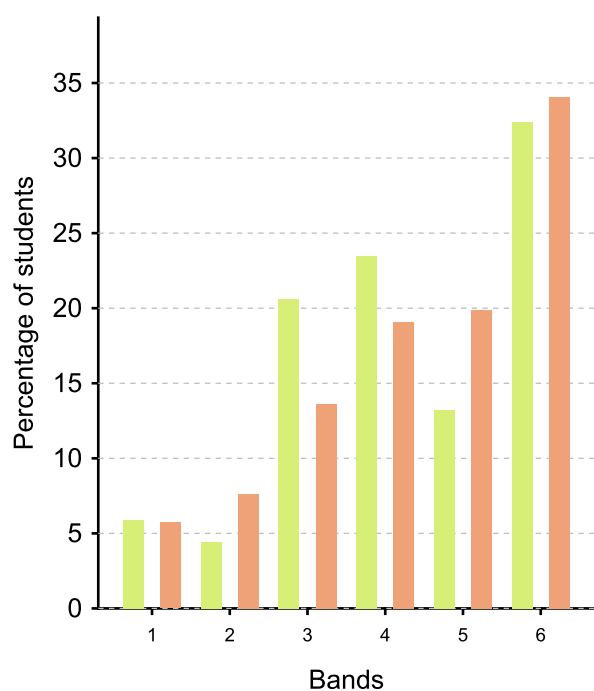
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Year 3:** Band 1 (lowest) to Band 6 (highest)

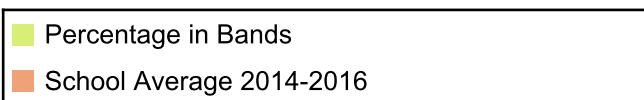
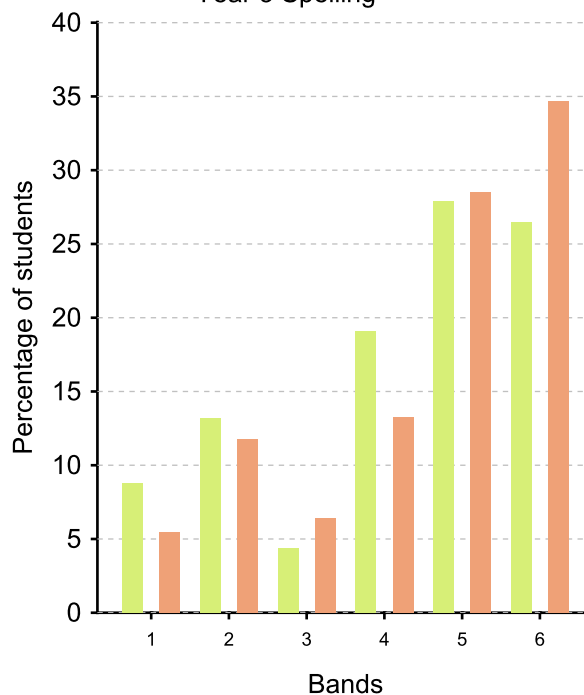
**Year 5:** Band 3 (lowest) to Band 8 (highest)

Students participate in assessments based on the five learning areas tested in NAPLAN: reading; writing; spelling; grammar and punctuation; and numeracy.

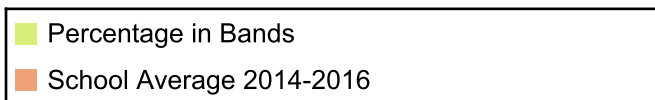
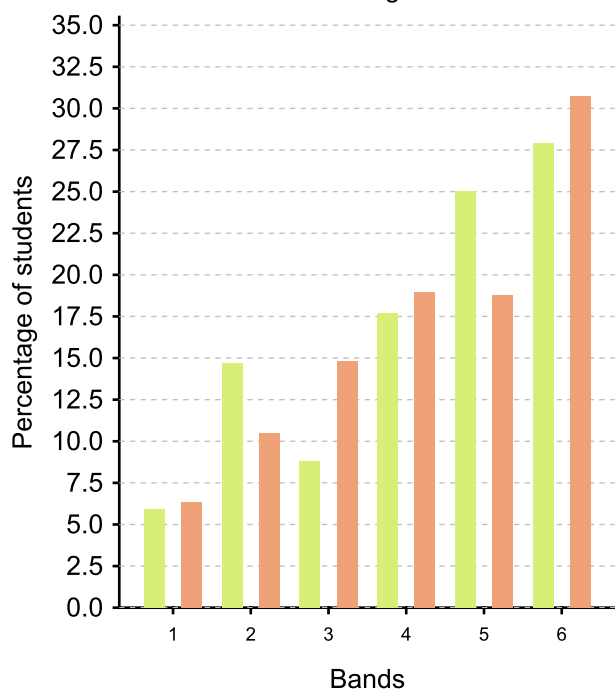
**Percentage in bands:**  
Year 3 Grammar & Punctuation



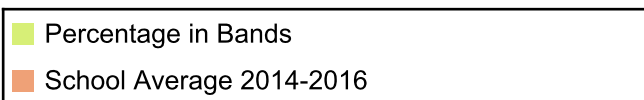
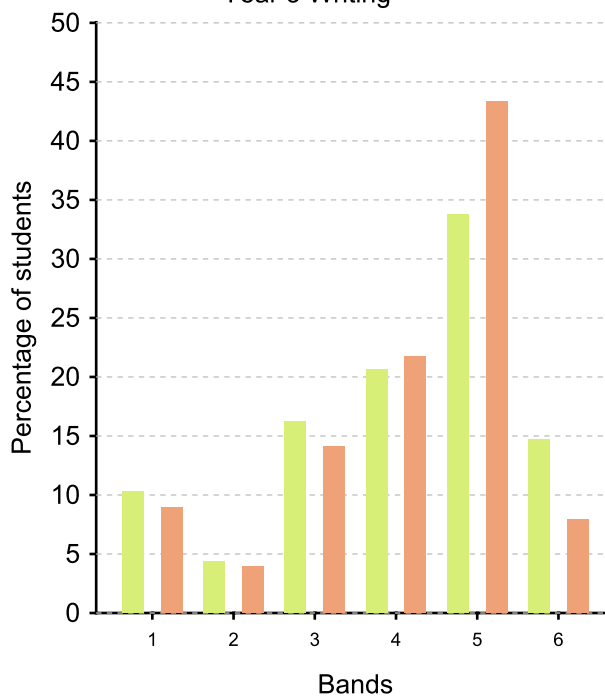
**Percentage in bands:**  
Year 3 Spelling



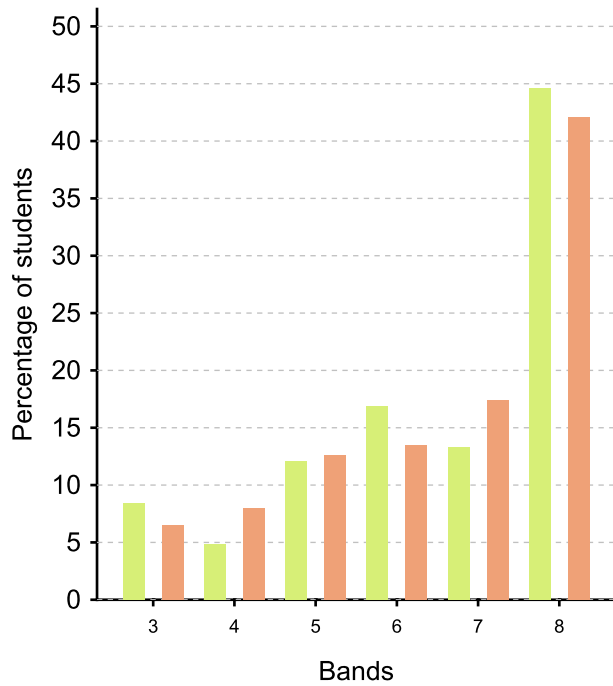
**Percentage in bands:**  
Year 3 Reading



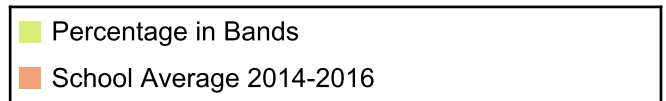
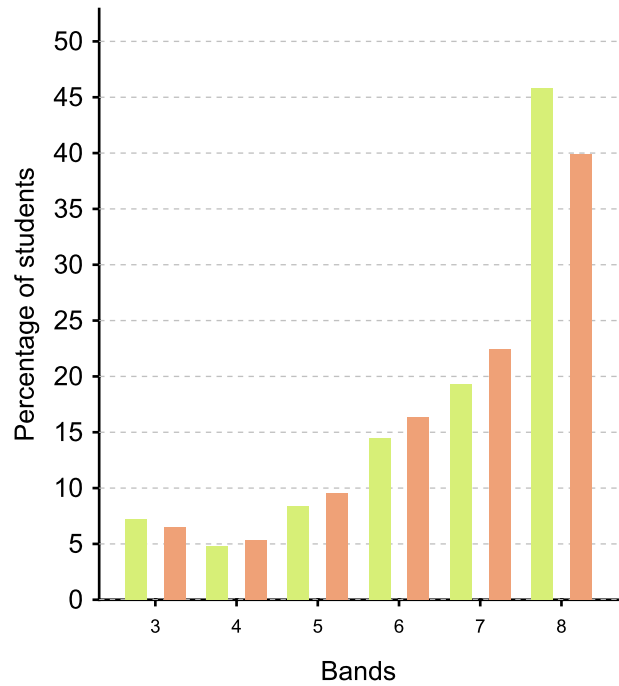
**Percentage in bands:**  
Year 3 Writing



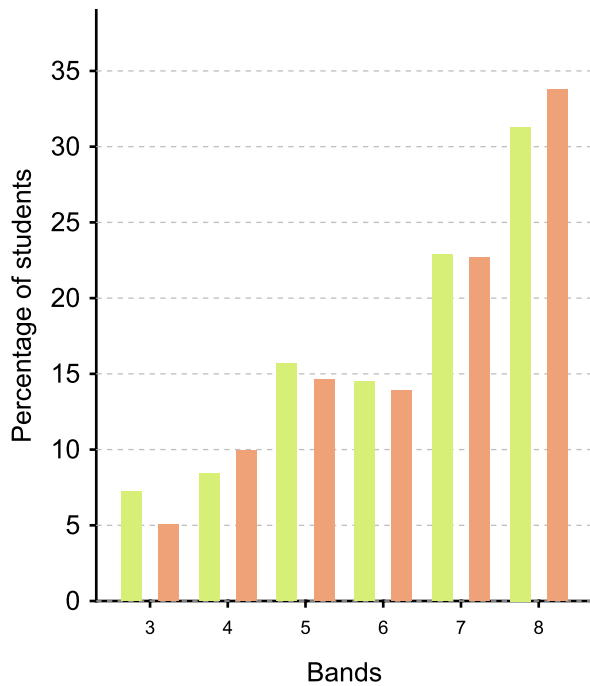
**Percentage in bands:**  
Year 5 Grammar & Punctuation



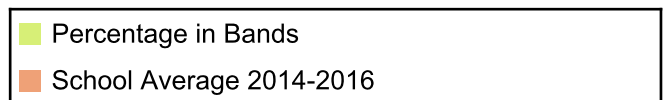
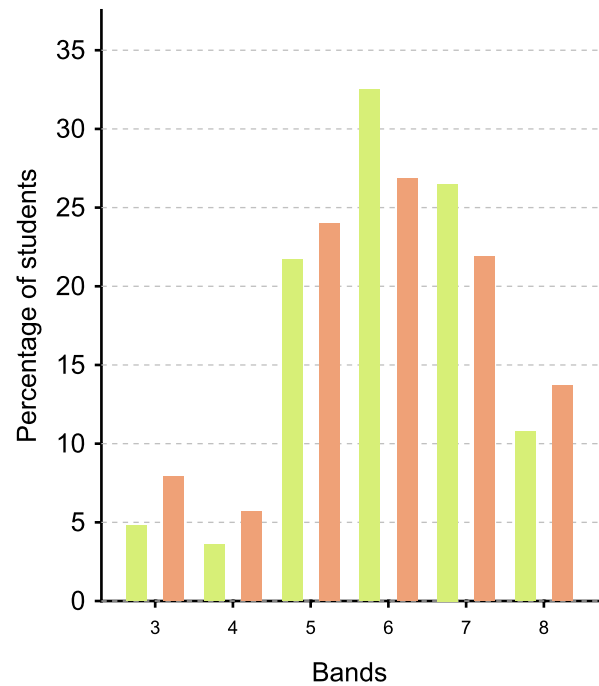
**Percentage in bands:**  
Year 5 Spelling



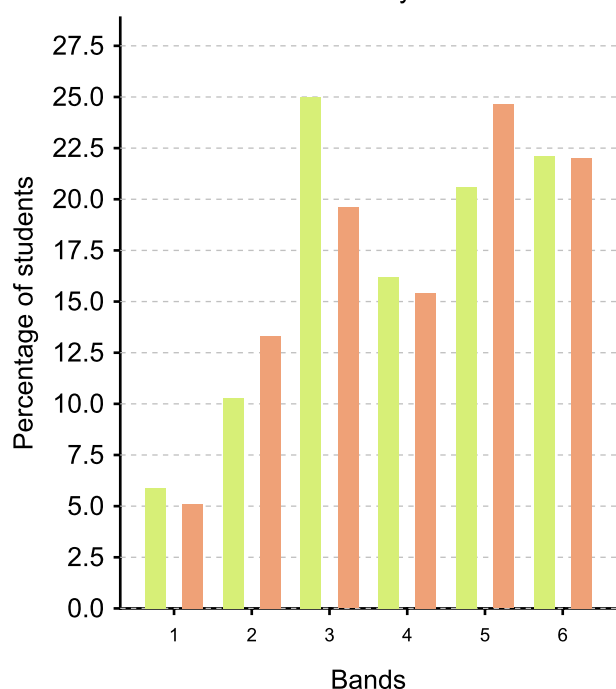
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

## State Reporting Requirements

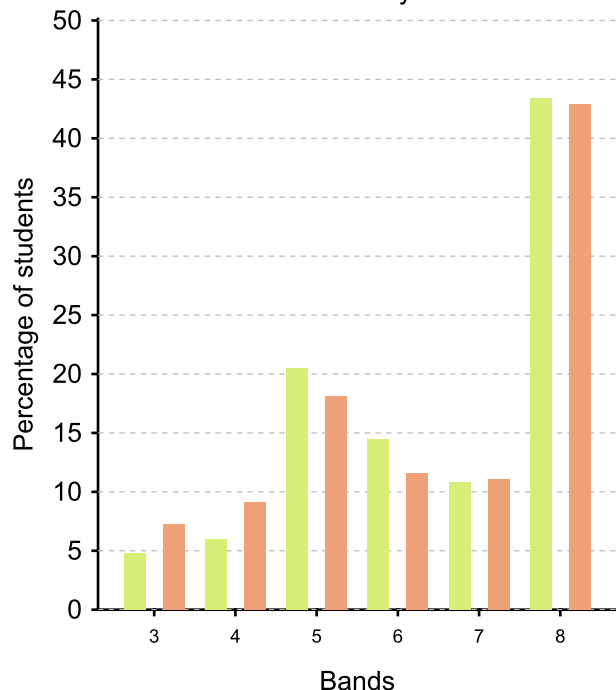
<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

## Parent/caregiver, student, teacher satisfaction

Parent and student survey data (Tell Them From Me) and increased participation in targeted workshops, reflects how community needs and priorities are being addressed. Focus groups with representatives from the school wide community have also been involved in specific aspects of school planning, key milestones and additional activities within the school. Families are also involved in providing suggestions and evaluating workshops being provided and planning for the year ahead. Teachers work in partnership with families to ensure learning needs are being met.

Teachers are involved in regular reflection and reviews of their PDP goals to improve their teaching and learning as well as professional capacity. Through the PDP cycle and self-reflection, teachers are given access to additional release, professional development and mentoring both formally and informally.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The **My School** website provides detailed information and data for national literacy and numeracy testing.

Click on the link below access Ryde Public School's information and data: