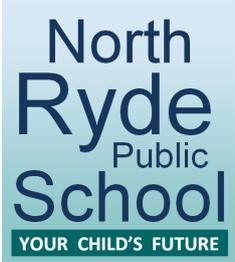


# North Ryde Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of North 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.

Erika Southam

Principal

### School contact details

North Ryde Public School

Coxs Rd

North Ryde, 2113

[www.northryde-p.schools.nsw.edu.au](http://www.northryde-p.schools.nsw.edu.au)

[northryde-p.School@det.nsw.edu.au](mailto:northryde-p.School@det.nsw.edu.au)

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### Message from the Principal

North Ryde Public School continued to make excellent progress in developing a culture of thinking in 2016. Our students were inspired by their teachers and demonstrated impressive examples of quality learning.

While classrooms were animated and stimulating, it was a year of change and challenges behind the scenes. The introduction of a new school administration and financial system and the ongoing implementation of new syllabuses and frameworks, required all staff to be actively involved in extensive professional learning.

I would like to commend the 2016 North Ryde Public School team, the caring, hardworking and committed support, teaching and administrative staff, whose dedication to our students ensured that our we had another highly successful year. I would also like to sincerely thank our P&C, led by Daniela Zepeda, for their willingness to lend a hand and their generous assistance financially, to ensure that we had an enjoyable and productive year.

I continue to be the very proud principal of a great school. Thank you everyone for your contributions.

Erika Southam

Principal

## Message from the school community

The Parents and Citizens Association of North Ryde Public School has a strong relationship with our school community and beyond. The support, commitment, dedication and hard work of every volunteer is highly valued and the growth of our relationship with the school is dependent on all people who contribute to our P&C goals.

2016 was a year of extensive fundraising and each individual event achieved exceptional financial results. The fundraising events for 2016 included: School Disco & Parents BBQ, Walk-a-thon, Mother's Day Stall, Election Day Fair, Athletics Carnival canteen, Sunglasses fundraiser, Bunnings BBQ, Trivia Night, Easter Egg Competition and Mini Canteen Events.

I would like to thank the hard-working leaders of the fundraising team, Sandra Lockhart and Debbie Groenestyn, as well as Jannet Pawsey. They have worked unremittingly with the support of other parents and the community to raise these funds.

It was decided that with the money raised this year, the P&C would purchase an all-weather shade shelter for the courtyard. A large project like this requires extensive communication between the P&C, the school and the public schools' assets department. This has meant it has taken longer than expected to proceed with this structure, but we hope to see it in place in 2017.

As a result of our fundraising efforts in 2016, we were able to contribute to: new iPads, excursion back packs for teaching staff, continued subsidising of band t-shirts, ongoing support for the school band dance programs, Year 6 Farewell Dinner and continued extra employment of our grounds keeper.

Many of our events within the school require close relationships with all teaching and support staff at North Ryde Public School. I would like to say thank you to all staff for your support throughout the year and for guiding our volunteers in a friendly and welcoming atmosphere.

As well as our focus on fundraising, we are a group of parents and citizens who work together in a strong partnership with our school for other programs and events. Without the parent partnership, extra programs would not be available to our children. These programs and events include: school band (3 bands), Kindergarten Tea and Tissues Morning, Welcome Breakfast, reading programs, Mother's Day Stall, Father's Day Breakfast, Kindergarten Orientation Days, book club, school banking, tennis court management and playground maintenance.

One of the most significant roles of our P&C is the management of our school Uniform Shop. It takes a team of extremely dedicated volunteers to ensure the operation and delivery of every school uniform item. These volunteers ensure the uniforms are available for sale at affordable prices and supplies are maintained without any compromise. Two volunteers must be acknowledged for their dedication and commitment to our school uniform shop.

Thank you, Tania Thompson, for your concise accounting and book keeping management, and thank you to Emma Underwood for your consistent dedication to co-coordinating the entire shop and team of volunteers. Not only is Emma our Uniform Shop coordinator, she also has assisted with fundraising and now coordinates the mini-canteen event, Fruit Frenzy Friday.

Another significant area that our P&C manages is our school bands. Our band conductor Imelda Crimmins, together with KMA Music, and our team of P&C coordinators, account keepers and instrument managers, have supported our three school bands. All have provided exceptional performances throughout the year.

I would like to sincerely thank the entire P&C committee and the tireless volunteers who have given so much of their time to make the running of all P&C events and activities possible. It is impressive to know how much time and passion volunteers give, and I have had the pleasure once again in 2016 to work closely with some extraordinary people who are constantly giving.

On behalf of the P&C, we look forward to welcoming new faces and extra volunteers in 2017, as the saying goes, 'Many hands make light work!'

Daniela Zepeda

P&C President 2016

# School background

## School vision statement

North Ryde Public School is a place where the education and care of each child is paramount. Our goal is to develop students who are successful learners, confident and creative individuals, and active and informed citizens.

## School context

North Ryde Public School has been an integral part of the local community for over 135 years and is proudly continuing its tradition of academic excellence.

Our staff hold high expectations of all students and foster a passion for learning. The school provides a challenging and creative environment, where the latest technology enhances student learning. Our teaching team is committed to ongoing professional development and the implementation of innovative learning programs. Our students benefit from the active participation of parents and community members in all aspects of school life.

The school has approximately 360 students with 65% NESB students, speaking over 30 different languages. A feature of the school is its excellent facilities, including: access to room-based and mobile computer technology; large school hall, canteen and COLA complex; before, after and vacation school care; on-site childcare centre; on-site school museum; beautiful, spacious grounds with inviting play spaces.

## 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.

### Excellence in Learning

**Learning Culture** In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning. The school's on-balance judgement for this element is: Sustaining and Growing

**Wellbeing** In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The school's on-balance judgement for this element is: Sustaining and Growing

**Curriculum and Learning** In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The school's on-balance judgement for this element is: Excelling

**Assessment and Reporting** In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. The school's on-balance judgement for this element is: Sustaining and Growing

**Student Performance Measures** In schools that excel, students consistently perform at high levels on external and internal school performance measures. The school's on-balance judgement for this element is: Sustaining and Growing

### Excellence in Teaching

**Effective Classroom Practice** In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. The school's on-balance judgement for this element is: Sustaining and Growing

**Data Skills and Use** In schools that excel, student assessment data are regularly used school-wide to identify student

achievements and progress, in order to inform future school directions. The school's on–balance judgement for this element is: Sustaining and Growing

**Collaborative Practice** In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice. The school's on–balance judgement for this element is: Excelling

**Learning and Development** In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. The school's on–balance judgement for this element is: Sustaining and Growing

**Professional Standards** In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. The school's on–balance judgement for this element is: Sustaining and Growing

### **Excellence in Leading**

**Leadership** In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole–school improvement. The school's on–balance judgement for this element is: Sustaining and Growing

**School Planning, Implementation and Reporting** In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity. The school's on–balance judgement for this element is: Sustaining and Growing

**School Resources** In schools that excel, resources are strategically used to achieve improved student outcomes. The school's on–balance judgement for this element is: Sustaining and Growing

**Management Practices and Processes** In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on–balance judgement for this element is: Sustaining and Growing

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

Informed, visionary, community culture

### Purpose

To increase the capacity of all stakeholders across the community to lead, manage, plan and develop effective programs that enhance student learning and well-being, and to develop greater leadership capacity for guiding and managing whole school improvement.

### Overall summary of progress

Staff were supported to fulfil their roles as members of a school community. Teachers participated in professional learning designed to improve and enrich their teaching and cater to personal goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers are supported to prepare and complete a Performance and Development Plan	All teachers have completed PDPs and have benefited from targeted TPL	Regular TPL times allocated to PDP process. Provided teachers with release time – \$9000 Provided executive teachers with release time to meet with teachers – \$2000 • Quality Teaching, Successful Students (QTSS) (\$6000.00)
Teachers participate in an action research (AR) project that focuses on their personal goals and creating a culture of thinking	Teachers successfully completed a year long action research project focusing on developing a culture of thinking in their classrooms. This was celebrated at an end of year showcase of thinking.	Educational consultant/facilitator/coach fees – \$12,000 Release time for teachers and executive teachers – QTSS • Quality Teaching, Successful Students (QTSS) (\$9000.00)
Librarian, admin staff, teachers and then students are trained in the use of 'Oliver'	'Oliver' has been successfully integrated into all aspects of school library use	
All stakeholders trained in the use of appropriate technology to fulfil their school roles	Technology resources were upgraded and enhanced to ensure equitable access for stakeholders. Due to technology issues, TPL sessions were not as regular as first planned.	60 new iPads from P&C 17 laptops from T4L 5 laptops from school resources – \$2000 Interactive whiteboard – \$5000
School admin staff and leaders are trained in the use of LMBR	The school went live with the new LMBR system in September. This proved to be a difficult process requiring many hours of extra training and support for office and executive staff.	Front office refurbishment to accommodate extra equipment and provide extra service area – \$15,000 2 receipt printers – \$600 2 extra computers – \$800 4 extra monitors and switches to enable dual displays – \$700 LMBR release funds provided – \$3000 Extra release time, overtime and support from casual SAS – \$2000

## Next Steps

1. Teachers will be supported to prepare and complete their Performance and Development Plan.

The school will continue to engage the services of an expert in the field of education and coaching to work with both teachers and executives. He will work with the executive team to plan and execute effective study group and coaching sessions that focus on the achievement of each teacher's goals.

2. Teachers will continue to be involved in professional learning designed to create a culture of thinking in classrooms.

3. The teacher librarian will continue to support students and teachers in the effective use of 'Oliver'.

4. Technology resources will continue to be upgraded and enhanced. Staff and students will have access to appropriate, reliable technology. Staff will be supported to use technology effectively for their administration duties, as well as teaching and learning.

5. School admin staff, leaders and teachers will continue to be trained in the use of LMBR, specific to their roles.



## Strategic Direction 2

Successful, lifelong learners

### Purpose

To ensure all students are appropriately engaged and challenged through quality teaching designed to meet student learning needs.

### Overall summary of progress

Teachers began to implement the History syllabus and students were engaged in meaningful and interactive learning experiences. Students were supported to demonstrate visible and critical thinking.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular in-school professional learning where teachers learn how to implement the new History curriculum	Teachers have a clear understanding of the new History syllabus and its focus. All teachers programmed one or two units using the new syllabus. All students were able to demonstrate their learning in this/these area/s	Release for history team to prepare TPL sessions. Consultant fees for specialist teacher of history from Schoolhouse Museum – \$1000 Extra history syllabuses – \$125
Students continue to learn how to reflect on their learning and progress	Students are beginning to use thinking routines and protocols to reflect on their learning.	Visible Thinking books – \$450
Targeted students who are below grade level in reading participate in an intervention program (K–3)	Literacy support team trained in MiniLit. Teachers work with targeted students from K–3 regularly each week. Targeted students are reading at or close to grade level.	* Literacy and numeracy funding used to enable 2 teachers to attend MiniLit course and to purchase MiniLit resources – \$14,000

### Next Steps

1. Teachers engage in regular in-school professional learning where they learn how to implement the new Geography curriculum.
2. Students continue to learn how to demonstrate visible and critical thinking, and to reflect on their learning and progress.
3. Targeted students who are below grade level in reading participate in an intervention program.
4. Students engage in meaningful teaching and learning programs designed to improve the quality of their writing.

### Strategic Direction 3

Resilient, responsible citizens

### Purpose

To ensure the well-being of all students by creating an environment that values tolerance, collaboration, initiative, risk-taking and exploration.

### Overall summary of progress

Teachers helped students to engage in activities that reduced stress and anxiety. Students also learnt strategies that help develop resilient behaviours and improve social interactions.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional development, focussing on student well-being and resilience, is explicitly taught to all students in class	Surveys and anecdotal evidence show some improvement in student well-being. Planned professional learning was postponed to 2017. All students participated in the Sport in Schools social skills program	Students participated in the Sport in Schools social skills program – \$100 of school funds used to ensure full participation
Courses, workshops and articles that promote developing student resilience are included in the newsletter	Newsletters did contain articles for parents and carers on how to promote resilience in their children	

### Next Steps

1. Personal Development, focusing on student well-being and resilience, continues to be explicitly taught. Students are also taught mindfulness through the use of the app, Smiling Minds.
2. Students identified as experiencing anxiety are supported through lessons based on the Cool Kids program.
3. The school participates in the Got It! Program which focuses on equipping schools and parents with the skills to support children showing difficulty with behaviour or emotion regulation.
4. Courses, workshops and articles that promote developing student resilience are included in the newsletter
4. Information from the TTFM surveys is shared with staff and parents

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Students of Aboriginal background benefited from extra support. Teachers were released to prepare and monitor individual learning plans	Funding combined with other funding to provide SLSO class support Extra hour RFF provided to teachers to write individual learning plans • Aboriginal background loading (\$894.00)
<b>English language proficiency</b>	EALD students/ class teachers benefited from extra support. Students showed improvement in EALD levels. Students demonstrated a richer use of language in literacy tasks	• English language proficiency (\$14 714.00)
<b>Low level adjustment for disability</b>	Students with disabilities had access to extra learning support during learning and on the playground. Students showed progress academically and social interactions improved.	Support Learning Officers were employed • Low level adjustment for disability (\$13 334.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	See Strategic direction 1	
<b>Socio-economic background</b>	Funding was combined with other funding to provide SLSO class support	• Socio-economic background (\$4 336.00)
<b>Support for beginning teachers</b>	Beginning teachers were provided with regular extra release, an ongoing teacher induction program and close supervision/mentoring	Beginning teachers provided with one hour per week extra release and access to targeted beginner teacher courses Mentor/supervisors provided with one hour per week extra release to meet and plan with beginning teachers  • Support for beginning teachers (\$13 500.00)



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	145	141	149	177
Girls	137	141	154	177

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	96.8	95.7	94.8
1	96.5	96.4	96.2	95.2
2	94.7	96	95.7	93.7
3	97.7	96.8	96	94.9
4	95.7	96.6	97.4	94.8
5	95.4	94.9	96.8	94.8
6	97.6	95.9	94.7	96.5
All Years	96.5	96.3	96.1	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

Student attendance is regularly monitored and discussed at Executive and Learning and Support Meetings. Attendance issues are referred to the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	1.2
School Administration & Support Staff	2.82
Other Positions	1.11

\*Full Time Equivalent

There are no staff of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66
Postgraduate degree	34

### Professional learning and teacher accreditation

North Ryde Public School has a strong culture of professional learning (PL) which is evident in by the effective teaching and work practices.

Our school values quality staff and continues to significantly invest in developing expertise and professionalism. Throughout 2016, \$35,400 was spent on PL. \$15,700 was paid from school funds, and \$19,700 from our RAM allocation. Of this, \$12,000 was spent on quality 'Visible Thinking' training from an expert consultant/partner.

During 2016, the staff actively engaged in PL designed to support the school's shared vision and strategic plan. This included:

- courses and network meetings to support career development
- training for specialist roles such as, Computer

Coordinator, Choir, EALD and Learning and Support teachers

- completion of the DoE K–6 History module
- facilitator training for the K–6 Geography Syllabus
- Use of PLAN data across the school
- other valuable courses such as, Aboriginal Pedagogy, Supporting students with special needs in the mainstream classroom, Learning outside with iPads
- compliance training such as, CPR Training , Anaphylaxis e–learning, e–Emergency Care, Asthma training, Child protection Update and WHS Induction
- numerous sessions about the implementation of LMBR were attended by Principal, SAM and key SAS staff

We take great pride in the supportive and collegial environment we foster. We ensure teachers are supported to both gain and maintain accreditation by providing a mentor teacher.

Of our 23 teaching staff in 2016, we had 5 teachers seeking accreditation at proficient level, 5 teachers maintaining accreditation at proficient and 2 teachers seeking accreditation at lead teacher level. Of our 2 early career teachers , one achieved accreditation at proficient and the other has begun to gather evidence.

The Australian standards were embedded into each PL session to assist teachers to identify PL for their accreditation documentation.

Some executives and teachers attended higher levels of accreditation network meetings. Executives also ran an information session for regular casuals to assist with their accreditation requirements.

### Staff Development Days

Term 1 – Revising PDP process, facilitated discussion on goals with links to Strategic Plan. Team planning time. All teachers attended, including part–time and regular casuals

Term 2 – Introduction of new History Syllabus conducted by consultant at Schoolhouse Museum. Team planning time. All teachers attended, including part–time and regular casuals.

Term 4 Day 1 – Celebration of teacher learning and achievement of goals session, facilitated by consultant. All teachers attended, including part–time and regular casuals.

Term 4 Day 2 – Most teaching and non–teaching staff attended CPR and anaphylaxis mandatory training. Those unable to attend, organised attendance at other schools.

## 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 school works closely with its community to ensure that finances are managed responsibly. The school has a strong relationship with the P&C, who provide essential educational resources for our students. We also value the contributions made by our community users, who regularly hire our school facilities.

Income	\$
<b>Balance brought forward</b>	<b>322 453.99</b>
Global funds	253 115.95
Tied funds	183 748.15
School & community sources	267 331.04
Interest	4 372.85
Trust receipts	96 261.84
Canteen	0.00
<b>Total income</b>	<b>1 127 283.82</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	29 820.06
Excursions	2 808.00
Extracurricular dissections	97 384.59
Library	1 115.34
Training & development	10 801.72
Tied funds	166 561.17
Short term relief	51 056.14
Administration & office	55 076.44
School-operated canteen	0.00
Utilities	38 143.31
Maintenance	51 717.38
Trust accounts	106 506.80
Capital programs	87 966.81
<b>Total expenditure</b>	<b>698 957.76</b>
<b>Balance carried forward</b>	<b>428 326.06</b>

The information provided in the financial summary includes reporting from 1 September 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	617 620.58
(2a) Appropriation	481 641.59
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	134 999.89
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	979.10
<b>Expenses</b>	-360 192.46
Recurrent Expenses	-360 192.46
(3a) Employee Related	-180 171.32
(3b) Operating Expenses	-180 021.14
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	257 428.12
<b>Balance Carried Forward</b>	257 428.12

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.

School finances are monitored closely by the Principal, executive team and the School Administration Manager during regular meetings.

School families are invoiced once per term to cover the expenses of incursions, excursions and extra curricular activities, as well as specific resources. Families are also asked to contribute to the Library Fund (tax-deductible) and donate to the grounds

## 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>	2 430 030.52
Base Per Capita	16 628.57
Base Location	0.00
Other Base	2 413 401.94
<b>Equity Total</b>	206 717.59
Equity Aboriginal	894.77
Equity Socio economic	4 337.75
Equity Language	137 139.63
Equity Disability	64 345.44
<b>Targeted Total</b>	58 060.87
<b>Other Total</b>	157 672.95
<b>Grand Total</b>	2 852 481.92

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.

## School performance

### NAPLAN

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

We were very pleased with our Year 3 results, particularly in the area of reading.

- 74% of our students achieved in the top 2 bands in reading compared to 52% state and no students in the bottom 2 bands
- 55% of our students achieved in the top 2 bands in writing compared to 54% state
- 79% of our students achieved in the top 2 bands in spelling compared to 54% across the state and no students in the bottom 2 bands
- 65% of our students achieved in the top 2 bands in grammar and punctuation compared to 53% across the state

We were very pleased with the efforts of our Year 5 students this year.

- 70% of students showed greater or equal to

- expected growth in reading since Year 3
- 77% of students showed greater or equal to expected growth in spelling since Year 3
- 59% of our students achieved in the top 2 bands in reading compared to 39% state
- 34% of our students achieved in the top 2 bands in writing compared to 19% state
- 79% of our students achieved in the top 2 bands in spelling compared to 33% across the state and no students in the bottom 2 bands
- 53% of our students achieved in the top 2 bands in grammar and punctuation compared to 41% across the state

Numeracy results in both Year 3 and Year 5 were excellent.

- In Year 3, 52% achieved in the top 2 bands in numeracy compared to 39% across the state
- In Year 5, 72% achieved in the top 2 bands in numeracy compared to 31% across the state
- 88% of Year 5 students showed greater or equal to expected growth in numeracy since Year 3

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

North Ryde students continue to achieve above the state in the areas of literacy and numeracy.

In Year 3, performance in the top two NAPLAN bands in reading and numeracy remained above state average. Pleasingly, in 2016, performance in reading was also above similar school groups.

This year, the Year 5 performance in the top two bands in numeracy was significantly above state average and also well above similar school groups. Performance in the top two bands in reading continued to be above state average and was comparable to similar school groups.



## Parent/caregiver, student, teacher satisfaction

### Student Feedback

Students in Year 4–6 completed the Tell Them From Me survey which included nine measures of student engagement alongside the five drivers of student outcomes.

Students who are socially engaged are actively involved in the life of the school. Our students indicated that they were more socially engaged compared with NSW Govt norms for students.

Students who value schooling outcomes feel that what they are learning at school is directly related to their long-term success. Our students indicated that there was a high level of positive school behaviour. They indicated that they had valued school outcomes and homework on par with NSW norms.

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Our students indicated that they were engaged in the learning. However, there was an indication that interest and motivation could be improved.

A small percentage of students displayed signs of disengagement during the primary school years. The survey showed that our students were well below state norms, which is very pleasing.

Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success and student advocacy. Our student levels in these areas exactly mirrored state norms.

### Parent Feedback

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey can provide feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

While this survey does provide some indication of parent perceptions, less than 1/5 of our school's families participated in the survey.

Positives included:

- My child is clear about the rules for school behaviour.
- Teachers expect my child to pay attention in class.

- Teachers maintain control of their classes.
- I feel welcome when I visit the school.
- I can easily speak with my child's teachers.
- Written information from the school is in clear, plain language.
- Reports on my child's progress are written in terms I understand.
- My child is encouraged to do his or her best work.
- Teachers show an interest in my child's learning.
- Behaviour issues are dealt with in a timely manner.
- My child feels safe at school.
- School staff take an active role in making sure all students are included in school activities.

Areas for improvement include:

- Parent activities are scheduled at times when I can attend.
- I am informed about my child's social and emotional development.

Just under 50% of parent indicated that they have assisted the teacher in the classroom and more than 60% of parent indicated that they assisted the teacher in some other way during the year. 28% said that they were involved in parent committees.



## Policy requirements

### Aboriginal education

North Ryde Public School continues to embed Aboriginal perspectives into teaching and learning programs. The aim is to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Specific areas with a focus on Aboriginal Education were:

- Kindergarten students had the opportunity to listen to and respond to Dreamtime stories through the unit 'Our Stories'. They became thoroughly engaged in the drama incursion, Tiddalick.
- During their study of 'Hot, Dry Environments', Year 1 students discussed the needs of outback Australians and Aboriginal people, both past and present.
- Year 2 studied the HSIE unit 'Celebrations'. This

unit included learning about NAIDOC week and researching influential Indigenous Australians and their impact on Australian history.

- Stage 2 studied the unit, The First Australians, which included looking at how traditional Aboriginals lived in Sydney. Concepts included the effect of colonisation. This unit involved an excursion to participate in the Field of Mars' 'Kids vs Wild' program, where students had the opportunity to learn about bush tucker and how Aboriginals lived off the land.
- Stage 3 studied the history of Australia and the First Fleet. A powerful series of lessons used artworks to explore how the Aboriginal people were seen by colonists. Students had the opportunity to share their information learnt through story telling using multi-modal texts.
- Annually, we commemorate NAIDOC Week. During this week, students learnt about the importance of Aboriginal culture and art.

A highlight of the year, was the connection we established with an isolated school in the Northern Territory, Alpururulam. Students from both schools shared photos and stories which show what their school was like and what typical school life involved. It was a very powerful experience.



### Multicultural and anti-racism education

With over sixty different cultural backgrounds, North Ryde Public School has a diverse student population. In 2016, the school had three English as an Additional Language or Dialect (EALD) teachers who all worked to support our EALD students. Teachers worked collaboratively with classroom teachers, team teaching and working with small groups, to support students still learning and mastering English.

We value the range and diversity of the cultural backgrounds that make up our school and the local community. To foster support and an understanding of all our students:

- one of our staff members was trained to become an Anti-Racism Contact Officer. The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism and the appropriate procedure that will be used to resolve the complaint.
- throughout the year classroom teachers discuss with their students important national days to foster world knowledge and tolerance
- Year 1 students learnt about the diversity of cultures in Australia, when they studied Past and Present Family Life.
- This was also true of Kindergarten, as part of their discovery of Personal and Families Histories.
- Stage 2 found that understanding other cultures, was an important aspect of their unit on the Olympic Games
- Stage 2 and Stage 3 participated in an in-school Multicultural Perspectives Public Speaking Competition.
- Stage 3 studied the unit 'Australian Migration Story' which included a very moving firsthand account by a parent refugee.

All students participated in the rewarding Harmony Day celebrations. This included writing a pledge related to tolerance and accepting difference, which was then added to a school display for all community members to view.