

Ryde East Public School

Annual Report



2016



4257

Introduction

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

Nicole Doig

Relieving Principal

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Ryde East Public School

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Message from the Principal

Ryde East Public School is committed to providing a stimulating, caring and cooperative learning environment. Students are well supported in their learning and development by a very committed staff who strive to ensure the continued growth and development of every child. The school offers a range of academic, sporting, cultural and social programs to meet the needs of all students.

The 2016 school year was marked by changes to structure, administration and curriculum. The new History syllabus was implemented and teachers also became familiar with the new Geography syllabus. Our school leadership team undertook changes when our substantive Principal, Mrs Jane Imer took some well-deserved Long Service Leave. The school was deployed to the new LMBR (Learning, Management and Business Reform) resulting in changes to our administration and financial systems.

A major initiative in 2016 was the establishment of the Lane Cove River Alliance. Ryde East staff joined with nine other local Primary and High Schools in a combined Staff Development Day in Term 3. The focus for this professional learning was based around the theme 'Engaging Learning for Gifted and Talented Learners'. This alliance has been invaluable in allowing for a broadening of professional dialogue around teaching and learning and a sharing of expertise amongst colleagues.

Our school continues to welcome the extensive support provided by our parents and community members. The exemplary commitment provided by our P&C to improve and update our resources as well as the many hours of volunteer time is what makes our school an exceptional one.

Nicole Doig

Relieving Principal

Message from the school community

2016 P&C PRESIDENT'S REPORT

The Ryde East Public School Parents & Citizens Association is an energetic parent group which is dedicated to supporting Ryde East Public School, Jane Imer the School Principal and Nicole Doig (Relieving Principal) and teaching staff in providing a quality education and enhanced and improved outcomes in all learning areas for all children. The Ryde East P&C Association, partners with the school to provide key resources & tools to ensure the effective delivery of the Department of Education School Curriculum. The relationship between the school and Ryde East P&C is positive

and works collaboratively to achieve the best outcomes to support the children's educational and learning needs.

This school year has been another full year of lots of activity and learning! It has been an unbelievably busy year for the P&C in managing the activities such as Discos, Mother's Day stall, Ryde East Music Festival, Election Days, Artshow cocktails, Father's Day breakfast, Trivia night and Light Up East Ryde to name a few. These events act as both great fundraising activities, and social events for children and parents, with the key goal of supporting our school and the wonderful teaching staff and ultimately our children in their primary school journey.

In the 2016 year the Ryde East P&C Association provided funding to the value of \$59,129 to Ryde East Public School to purchase the following items:

- New laptops
- Sound proofing for Music room
- Kindergarten class improvements
- Class Teacher money
- New furniture for science and technology labs and other rooms
- Air Conditioning units (library and technology lab)
- Boom Gate for Badajoz Rd car park

A special big thank you to our Principal Jane Imer and Reliving Principal Nicole Doig and your staff for your support in working with the entire P&C community. It has been another busy year where we have had to work together to work out what next. To all the Ryde East families your contribution is highly valued and appreciated. It has been another wonderful year in the school for me personally and my daughter and I would like to take this opportunity to personally thank the parent community and new friends and colleagues on the 2016 P&C Team for your endless commitment and dedication in ensuring our school and the children have opportunity to receive the best possible experience this year. I'm so proud to be part of this school and would like to take this moment to encourage all parents to become involved in the Ryde East Public School P&C. There is a wealth of expertise in our parent community and by working together and chipping in we share the load and expertise. You can make a real difference in your children's education whilst at the same time contribute in providing wonderful memories for their primary school journey and making some excellent friends for life along the way.

Genevieve Webb

2016 REPS P&C President

School background

School vision statement

Our Vision 'Education for a Changing World' expresses our commitment to developing students as life-long learners by the implementation of a curriculum that embraces best practice in teaching and learning. Ryde East Public School is committed to providing a varied and interesting educational program, which endeavours to meet the needs of all students.

Ryde East Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Ryde East Public School is located in North Ryde, close to the Wallematta Nature Reserve and provides quality, public education with a strong sense of involvement and partnership. The educational programs are enhanced by our attractive environment and facilities including expansive playing fields, tennis and netball courts, cricket nets, well-resourced library and hall, playground equipment and extensive shaded areas. All classrooms are air-conditioned and have the latest technology which includes two computer labs, video-conferencing, wifi throughout the school, interactive whiteboards, iPads and laptops in all classrooms. The staff is well-prepared to implement the National Curriculum, participating in professional learning that embraces quality teaching and learning for all students in the digital age. Many highly successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working collaboratively in a team environment. Some of these programs that operate at Ryde East Public School include – extensive sporting programs, creative and performing arts including choirs, school bands, a dance group and ensembles. Ryde East Public School serves an interested and committed parent body and has a warm, caring and friendly atmosphere. The involvement displayed by many parents/ caregivers is evidence of the community spirit. Within the school grounds we have a five day a week Out Of School Hours Care program which also offers vacation care during school holidays. The school and our community have high expectations of students and value the provision of a variety of learning opportunities. We support a close relationship between the school and community and actively encourage you to participate in this relationship by visiting the school, joining in our activities and taking an active interest in your child's education.

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.

In the domain of Learning, our efforts have primarily focused on the areas of curriculum and learning and assessment and reporting. Results from the Tell Them From Me student survey indicated that the vast majority of students value school outcomes and try hard to succeed. Technology has been further integrated into programs to increase engagement in class lessons and at home through online homework activities. The sharing of ideas and collaboration with other local schools through the Lane Cove River Alliance has enhanced teaching practices, ensuring students are engaged in rich learning experiences. Our classroom teachers along with the Learning and Support team have ensured the parents of students with high learning needs are kept informed of their progress through regular meetings. Teachers regularly track and monitor student performance through PLAN, L3, Best Start Data and SENA assessments. A new template for individual student reports was set up through SENTRAL, clearly indicating student's strengths and areas of growth.

Our focus in the domain of Teaching has been on collaborative practice and learning and development. Teachers regularly work together to design and review teaching and learning programs as a staff, stage and executive. Initiatives and programs, such as QTSS (Quality Teaching Successful Students) and GTIL (Great Teachers Inspired Learning) have been used effectively to allow for mentoring, collaboration and classroom observations. Professional Learning was targeted to meet school needs and teacher's own professional needs. The teaching staff are committed to identifying, understanding and implementing effective teaching strategies. They share expertise and work collaboratively to

contribute to school programs.

In the domain of Leading, the school is committed to building the leadership capacities of staff and students. There is a sense of responsibility amongst the school executive to enable staff with expertise and leadership aspirations to take on roles within the school. Examples of these opportunities include leading school based projects and Key Learning Areas, taking on relieving leadership roles, presenting professional learning both in the school and in the wider community with the Lane Cove Learning Alliance and mentoring other teachers. Students, teachers and community members were able to provide constructive feedback on school practices and procedures through the Tell Them From Me Surveys. The school leadership team along with all the staff support a culture of high expectations. We work closely with our school community to ensure that we provide the very best for all students.

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

Leadership, Management and Organisational Effectiveness

Purpose

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

Overall summary of progress

Ryde East Public School provided numerous opportunities for staff, students and the community to continue building their capacities in leadership and learning throughout the 2016 school year. Staff, students and community members were supported, involved and guided in all initiatives, programs and procedures. Programs such as SRC, Peer Support, Stage 3 leadership opportunities and School Prefects ran successfully and were well-received and regarded by the students. The "Litter Busters" was a new and well run program that gave an increased number of Stage 2 students leadership opportunities and developed a sense of community awareness and respect.

Staff participated in a number of Professional Learning sessions as a cohort, as well as personally identified professional learning in accordance with their PDPs. Members of staff continued with Professional learning, such as FOR, L3, New syllabus implementation etc. Quality Teaching Successful Students funding continued to allow teachers time with mentors to plan, program and evaluate current practises.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase parent participation in school programs activities.	Sentral continued to be used for attendance. Professional learning was given to staff on using Sentral for reports and executives worked closely with their stages in setting up comment banks to assist in the effective use of the program for report writing. Parent portals were set up in 2016, this way parents were able to enter absence reasons online and book parent teacher interviews. LMBR went live on 5 September 2016. SASS staff and executive engaged in Professional Learning throughout the school year in preparation for this launch. SASS staff are continuing to learn the program and executives are introducing components relevant to staff intermittently. 2017 will continue to be a big year in planning new procedures around LMBR on a whole school level, to ensure it is efficient and understood.	LMBR Training – \$6900
To increase the number of staff who are leading their teams with a focus on school improvement.	REPS Assistant Principals were involved in the Ryde Executive Network. They were engaged in numerous professional learning afternoons, keeping up to date with current reforms, policies and procedures. Staff were on the committee of LCRA and attended the joint SDD in Term 3. Staff members were involved in a local schools History and Geography network.	Casual Salaries for Executive training days – \$1600 LCRA SDD – \$1571.96
Continue to build on opportunities provided to all students and teachers to take part in leadership.	In 2016, the peer support program, SRC, Stage 3 leader initiatives and captain/prefect responsibilities continued to run successfully at REPS, building student skills and strategies in leadership. New initiatives involved training Stage 2 as "litter busters" as well as opportunities for an increased number of stage 3 students to be involved in leadership roles. K–2 staff completed L3 training in	3 teachers L3 training – \$6000 Art Show – \$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Continue to build on opportunities provided to all students and teachers to take part in leadership.	an attempt to have all infants teachers trained in the program. Staff were given the opportunity to lead professional learning for the REPS staff in Focus on Reading, History and Geography syllabus implementation and Accreditation. This was a great opportunity for a variety of staff members on different stages to build their leadership capacity. QTSS time was then allocated throughout the school to assist staff members in practicing and implementing these programs. Visits to New Horizons, Grandparents Day, Ryde East Music Festival and morning teas for various occasions continued to be run successfully throughout the school year. The 2016 Art Show was held – "Do You See What I See?" including a Performance Day. Parents and friends were invited to the school to view student artworks and performances. This was run during Education Week and was another great opportunity for the community to view the talent and skills of REPS students. The school band performed at Light Up Ryde East – a local community event, which was great exposure for our wonderful music program. SRC members began discussing and designing new flower cards to update our current reward system. This was put on hold when it was decided we would implement PBL at REPS in 2017. Students continued to be awarded a "of the week" award, which was included in the accumulation of 3 flower cards to receive a merit.	
Allocate QTSS funds to support staff in focus areas across the school e.g. accreditation maintenance, school induction program, syllabus familiarisation and implementation and collaborative programming.	Weekly timetable was implemented and staff had regular opportunities to work with colleagues, mentors and executive staff to implement and assess programs.	QTSS funding –\$36 973

Next Steps

Build leadership capacity of students: Continue current practices as outlined in school plan.

Develop staff capacity: Staff will complete L3 and FOR training. History and Geography professional learning will be completed. Different staff members will be encouraged to present material at network staff development days and professional learning sessions. All staff will begin PBL training.

To increase the capacity of the community to support and guide school practices: The School App will be rolled out and the process of going paperless will begin. The parent portal on Sentral will be used in an increasing number of ways so that communication between home and school is easier. STEM will be the focus for education week and the community will be invited to participate. Community members will be involved in the Life Skills programming by joining and engaging in sessions.

Increase capacity of students through the new award system: New awards will be introduced in line with the implementation of PBL.

Broadening school alliance through collegial planning with local schools: School executive members will continue to attend Ryde Network meetings throughout the year. The LCRA committee members will organise another Staff Development Day focusing on well-being.

Strategic Direction 2

Curriculum and Attainment

Purpose

To improve student performance through quality teaching and authentic learning and assessment practices.

Overall summary of progress

Ryde East Public School has maintained an ongoing commitment to quality teaching and assessment practices. Staff have received ongoing training on the new History and Geography curriculum and how best to implement it to engage students in meaningful, collaborative and relevant learning experiences. This has required the purchasing of new resources and allowing planning time to create effective teaching and learning experiences. Staff collaborated with other local schools to develop a whole school scope and sequence for learning in History as well as established a shared file of resources on Google Documents to support the implementation.

Stages have reviewed their Conceptual Programming Units in English to align these units more closely with the History units being taught.

The school purchased a new class set of laptops to improve student accessibility to technology across the school. Staff and students have evaluated and trialed a number of subscription services for student use at school and home to wider their accessibility to technology in learning. Staff have continued to use computer software to effectively track and record student progress in literacy and numeracy K–4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Children continue to learn effectively and show appropriate improvement as they progress through the literacy and numeracy continuums.	In 2016 teachers in K–2 continued to regularly review student's progress on the literacy and numeracy continuum and entered data into PLAN software. Teachers in Years 3–4 reviewed students progress on the literacy and numeracy continuum and updated PLAN software by the end of Term 4.	Casual Salaries– \$810
Staff confidently implement new syllabus documents	In 2016 staff completed the implementation of the two year cycle of units for Science. The trial units were modified and adapted to meet the local context.	Resources – \$1000
Wider application and use of technology in the classroom.	The roll out of laptops across Stages 1 to 3 continued to be successfully implemented in 2016 along with additional laptops purchased for a second class set to allow greater flexibility of implementing technology in the classroom setting. Teachers in 3–6 trialed the use of Google Classroom for the delivery of spelling homework with success with the decision to continue the use in 2017.	\$8000

Next Steps

ICT continues to be a focus, with our Technology program running and the integration of a STEM focus into our school performance cycle. Reading Eggs and Mathletics are being used in the class, and for homework, with an aim to collect data and determine the usage and effectiveness of the resources. We will seek to gain extra funding from the P&C to upgrade the school's technology resources.

Visible learning will be a focus for the year ahead with staff attending professional learning and integrating formative assessment into their classrooms. Bump it Up walls will be designed, with a focus on writing, to promote growth and

clearly identify student progress.

The English team will seek to review the odd and even year conceptual units to ensure they are linked to the new history and geography units. A review of writing programs needs to be undertaken to ensure consistency across K–6 and to address the issues highlighted by NAPLAN data. The Bump it Up wall will be an important part in setting clear targets and focus for persuasive and imaginative writing.

The implementation of the History and Geography curriculum will be finalised and units developed with an aim to develop a clear scope/sequence for the school.



Strategic Direction 3

Engagement and Wellbeing

Purpose

Engagement:

To ensure all students are appropriately engaged, challenged and extended by teachers providing stimulating learning environments and tasks that are designed to meet students' learning needs, levels of readiness, interests and motivation.

Wellbeing:

Wellbeing is shaped by a number of broad influences including the degree to which there is an experience of choice, achievement of meaningful goals, enjoyment, personal growth, health, emotional regulation, resilience, positive relationships, connectedness to and respect for others.

Teachers and schools play a pivotal role in developing wellbeing, resilience, respect and connectedness for our students.

Overall summary of progress

The Learning and Support Team has started the process of evaluation concerning current processes and practices. Staff were surveyed and the review committee are working with the assistant principals from the Learning and Support Unit. The implementation of support meetings with parents and key personnel were well received and provided a platform for feedback and planning for the individual needs of students with learning difficulties. In response to data received by the Learning and Support team and the Tell Them From Me Survey, social skills and wellbeing programs were implemented and more programs such as Life Skills and Positive Behaviour for learning were investigated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers evaluate and reflect on their own classroom practices in relation to the engagement of students. A variety of extra curricular activities are offered to students to cater for specific interest areas.	Teachers attend professional learning sessions at a school level and courses offered by the DoE and external providers to update skills and reflect on their classroom practices. Stage meetings are held on a weekly basis to evaluate programs and practices. Students are offered a wide variety of activities including dance group, robotics club, debating and public speaking, music tutorials and band, chess club, art club and various school and inter-school sporting activities.	Financial resources from the professional learning budget is used to allow teachers to attend courses in relation to classroom practices and reflection. \$18 000
The Learning Support Team continues to monitor, support and evaluate social, emotional and academic development of students.	The Learning and Support team meet on a weekly basis to discuss individual student and parent needs. This meeting is attended by the principal, executive team, the learning and support teacher, the school counsellor, the English as a Additional language or Dialect teacher and class teachers. Teachers have easy access to student files and can consult minutes or individual student files to review data from previous classroom teachers.	Meeting held at lunchtime. LaST employed 3 days per week, School Counsellor employed 2 days per week and EAL/D employed 3 days per week.
Data provides evidence that current and future products and	Tell them from Me Survey results were discussed by the executive staff and possible strategies for	Learning and Support minutes are stored on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
practices are contributing to the wellbeing of the whole school.	<p>implementation of programs for 2017.</p> <p>Data collected by the Learning and Support team enabled staff to make decisions based on social wellbeing and needs across the school and appropriate programs to be put in place to address these needs.</p> <p>Staff were surveyed about the wellbeing needs of our students. From this data, staff were able to make decisions about whole school programs for 2017.</p>	Sentral.
Allocation of RAM money to support students with learning specific learning needs in Literacy and Numeracy.	<p>The Learning and Support team, classroom teachers and parents work together to make decisions about the best use of resources to meet individual student needs.</p> <p>SLSO staff are employed to work with individual students and small groups of students to assist with the teachers programs in relation to literacy, numeracy, social, emotional and physical needs.</p>	<p>RAM allocation for 2016 – \$20 905</p> <p>Integration Funding Support</p> <p>\$37 060</p>
Students identified as having a disability or additional learning needs under the National Disability Data Collection have learning adjustments implemented.	Key personnel and classroom teachers work together to identify needs of individual students and plan, implement and evaluate programs and differentiate activities to meet the needs of the students.	\$800
Policies, guidelines and procedures are regularly monitored in line with DoE Wellbeing framework.	When developing and evaluating policies, procedures and programs in relation to individual student needs and wellbeing the Learning and Support team work with classroom teachers refer to the DoE Wellbeing Framework.	<p>RAM allocation used to release classroom teachers in order to work with key personnel.</p> <p>\$800</p>

Next Steps

Student data will continue to be tracked through Sentral.

The Learning and Support team will respond to survey data to improve their practices and processes.

The parent meetings will be held on an annual basis to assist with the development of specific programs for individual students.

Meetings to be held between class teachers and the Learning and Support teacher to create or adjust learning and support plans for individual students. This will occur on an annual basis.

Principal and Assistant principal to be part of the Lane Cove River Alliance committee to plan, implement and evaluate programs aligned to student well being. This process will culminate in a combined staff development day to be held in Term 3.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Stage 3 students were given the opportunity to engage with the Aboriginal Cultural Experiences group. Chris Tobin talked to the students about Aboriginal heritage and culture, Jo Clancy taught several dances and Yamandirra helped the students make their own ochre to paint their faces. We purchased books related to indigenous biographies and performing arts and also a reference book for teachers about Aboriginal places of interest in Sydney. Other resources have helped with the implementation of the new History syllabus.	• (\$885.00)
English language proficiency	The EAL/D teacher worked collaboratively with classroom teachers to ensure students with needs received targeted support. Time was allocated for planning meetings to discuss and group students in a grade to maximise EAL/D expertise.	• (\$20 303.00)
Low level adjustment for disability	The Learning and Support Team met regularly to discuss progress and needs of students. Funds were used to pay for the employment of Student Learning Support Officers(SLSO) to provide additional support in classrooms.	• (\$20 905.00)
Socio-economic background	Submissions were reviewed with the Learning Support Team. Funding was used to support targeted students purchase equipment and pay for excursions.	• (\$8 873.00)
Support for beginning teachers	Beginning teachers received additional support including extra time for programming, mentoring sessions and classroom observations and professional development linked to identified professional goals.	• (\$25 369.00)



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	228	233	249	254
Girls	215	223	222	231

Since 2013 there has been a steady increase in student enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.7	96.9	96.4	96.4
1	96.9	96.2	95.7	94.6
2	97.5	96.9	95.1	96.1
3	96.4	97	95.6	95.3
4	96.3	97	96.1	95.8
5	96.4	97	94.2	95.9
6	95.5	95.9	94.7	92.8
All Years	96.7	96.7	95.5	95.3
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

Class sizes

Class	Total
KW	21
KI	21
KD	21
K/1K	20
1/2F	22
1WM	20
1S	21
1L	21
2F	25
2M	24
3J	29
3D	30
3/4D	29
4B	27
4T	27
5S	32
5/6W	32
5/6B	31
6J	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	6
Classroom Teacher(s)	18.68
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	4.48
Other Positions	4.17

*Full Time Equivalent

There are no teachers at Ryde East Public School with an Aboriginal background working at the school.

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	35

Professional learning and teacher accreditation

The teaching staff at Ryde East Public School participated in professional learning designed to meet targeted school priorities and their own professional needs. Staff attended courses and conferences provided by external providers, network meetings, stage and staff professional learning meetings and staff development days.

Two new scheme teachers achieved accreditation at proficient level and one completed their five year proficiency maintenance cycle. Our Quality Teaching Successful Students Program provided all staff with the opportunity to participate in mentoring programs, plan collaboratively and observe best practice through peer observation.

The main areas of focus in 2016 included:

- implementation of the New Focus on Reading strategies to support quality teaching of literacy
- mandatory training on Child Protection, CPR, Emergency Care, Anaphylaxis, Code of Conduct and the new Staffing Agreement
- Staff Development Day with the Lane Cove River Alliance on Engaging Learning for Gifted and Talented Learners
- developing an understanding of the new History and Geography syllabuses
- analysis and effective use of PLAN and NAPLAN data
- in depth professional learning of the L3 program for Early Stage 1 and Stage 1 teachers
- use of technology in the classroom including Google Docs and Google Classroom
- LMBR training for the school leadership team and administrative staff

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.

Ryde East Public School changed from OASIS finance to the new LMBR system on the 5th September 2016. The canteen is operated by the P&C and as such does not appear in our finances.

Income	\$
Balance brought forward	203 213.84
Global funds	296 467.08
Tied funds	217 998.69
School & community sources	243 198.82
Interest	3 371.15
Trust receipts	3 779.90
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	37 720.77
Excursions	22 467.15
Extracurricular dissections	66 081.98
Library	6 776.71
Training & development	6 376.65
Tied funds	135 426.60
Short term relief	45 143.04
Administration & office	63 581.42
School-operated canteen	0.00
Utilities	42 266.67
Maintenance	116 987.04
Trust accounts	3 734.90
Capital programs	41 234.30
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 5th September to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	464 024.55
(2a) Appropriation	391 945.04
(2b) Sale of Goods and Services	2 029.08
(2c) Grants and Contributions	69 173.27
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	877.16
Expenses	-264 449.60
Recurrent Expenses	-264 449.60
(3a) Employee Related	-112 537.32
(3b) Operating Expenses	-151 912.28
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	199 574.95
Balance Carried Forward	199 574.95

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.

The Balance carried forward funds will be used in early 2017 to pay the remainder of 2016's casual salaries, to hire additional Learning and Support Officers to assist in classrooms, subsidise the Life skills program focusing on student wellbeing, furnish new classrooms and refurbish the school library.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 050 405.21
Base Per Capita	25 665.34
Base Location	0.00
Other Base	3 024 739.87
Equity Total	183 592.16
Equity Aboriginal	884.58
Equity Socio economic	8 872.67
Equity Language	101 919.47
Equity Disability	71 915.44
Targeted Total	206 537.11
Other Total	892 404.09
Grand Total	4 332 938.57

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.

In 2016, 73 Year 3 students and 66 Year 5 students sat the NAPLAN test. Our students continue to perform well above state average.

Year 3

Reading: 84.9% of students performed in the top 3 bands compared to 70.9% of the state

Writing: 86.2% of students performed in the top 3 bands compared to 80.8% of the state

Spelling: 93.2% of students performed in the top 3 bands compared to 76.1% of the state

Grammar and Punctuation: 89.1% of students performed in the top 3 bands compared to 62.3% of the state

Year 5:

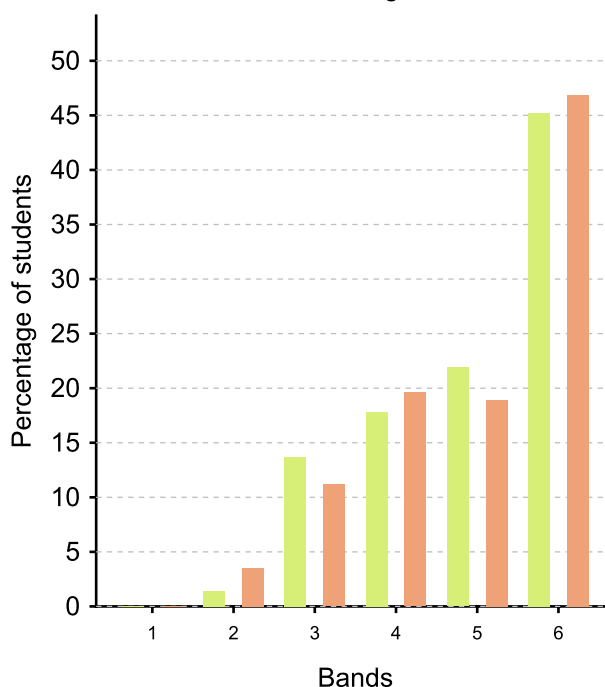
Reading: 74.3% of students performed in the top 3 bands compared to 70.9% of the state

Writing: 72.8% of students performed in the top 3 bands compared to 50% of the state

Spelling: 81.9% of students performed in the top 3 bands compared to 63.6% of the state

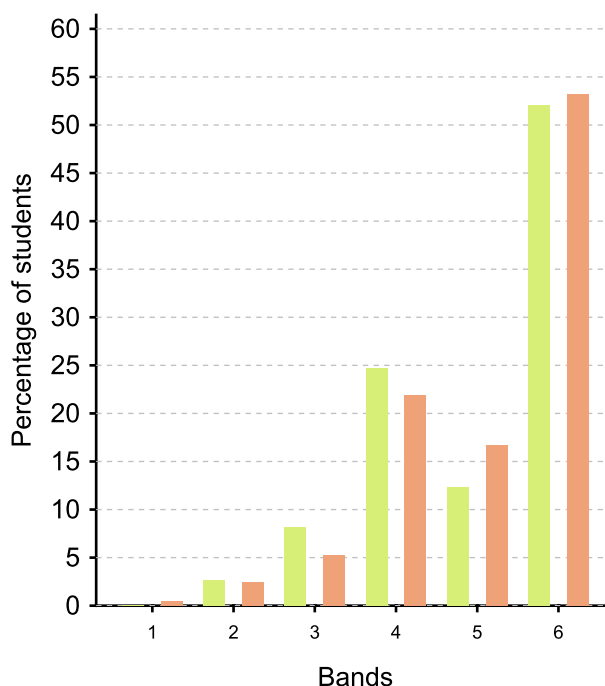
Grammar and Punctuation: 78.8% of students performed in the top 3 bands compared to 64.2% of the state

Percentage in bands:
Year 3 Reading



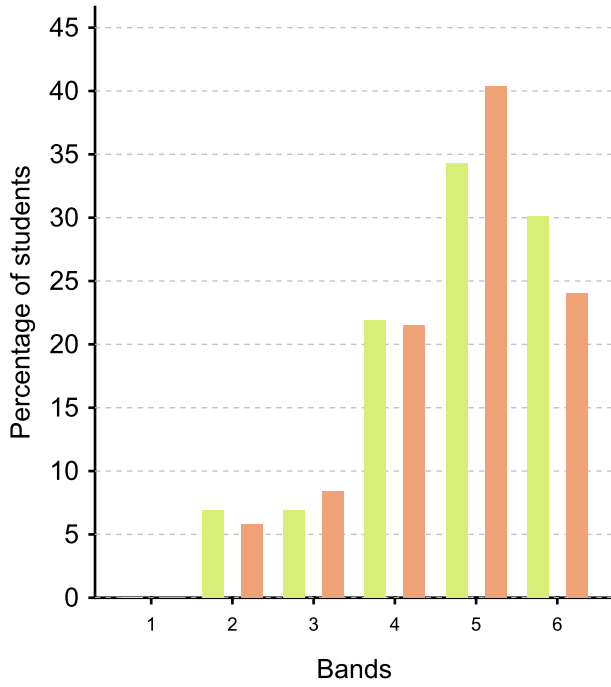
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation



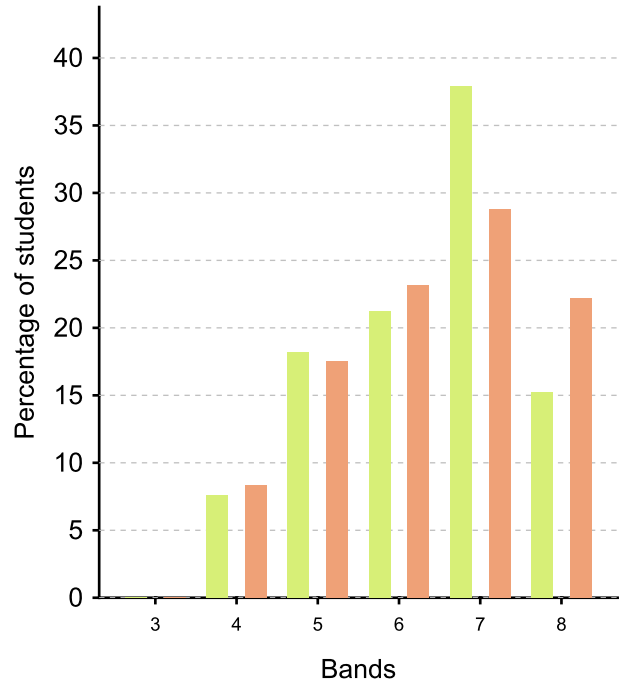
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



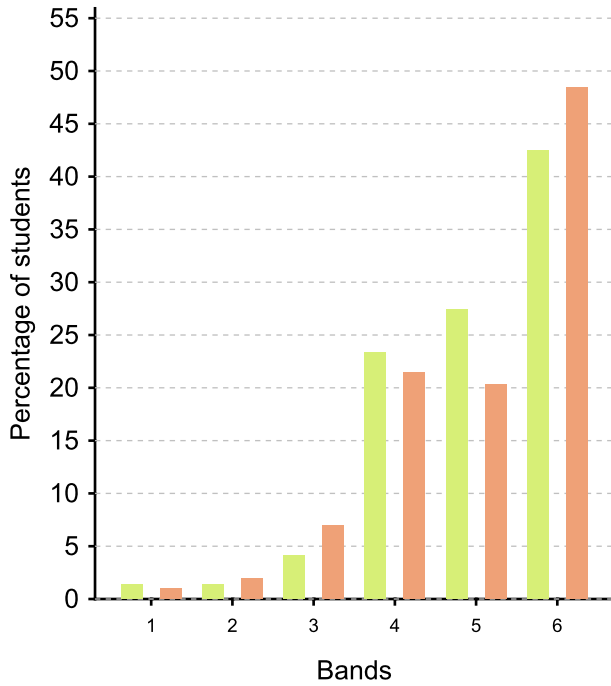
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



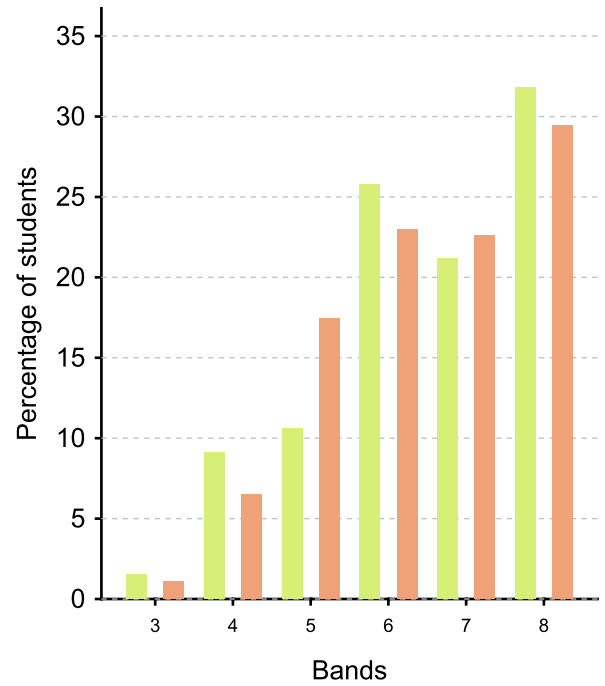
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



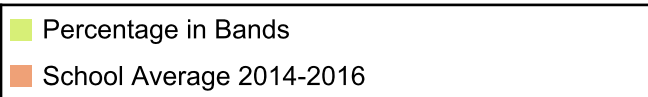
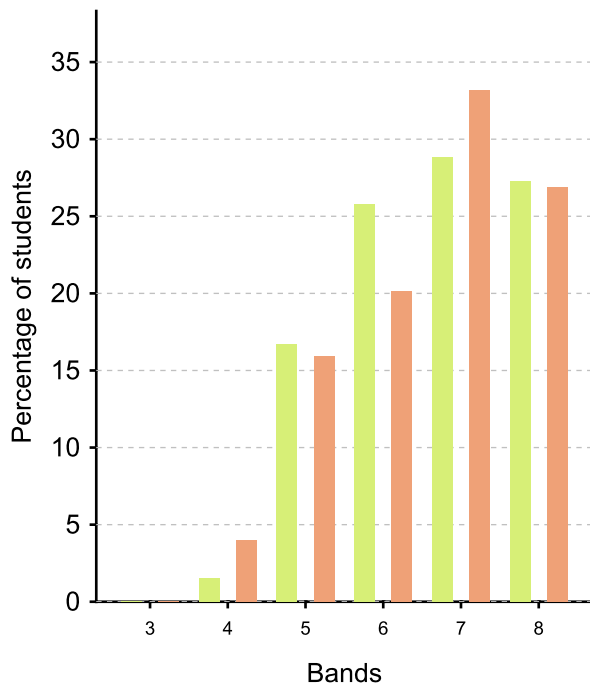
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling

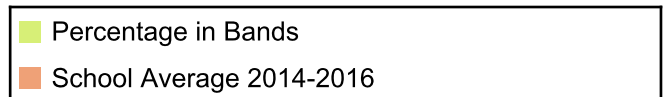
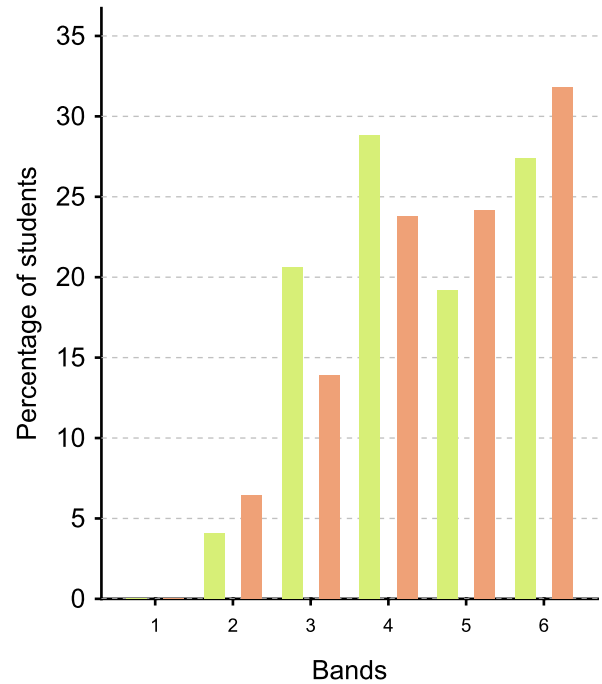


In 2016, 73 Year 3 students and 65 Year 5 students sat for the NAPLAN Numeracy test. Our students continue to perform significantly above state average.

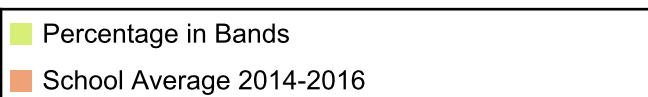
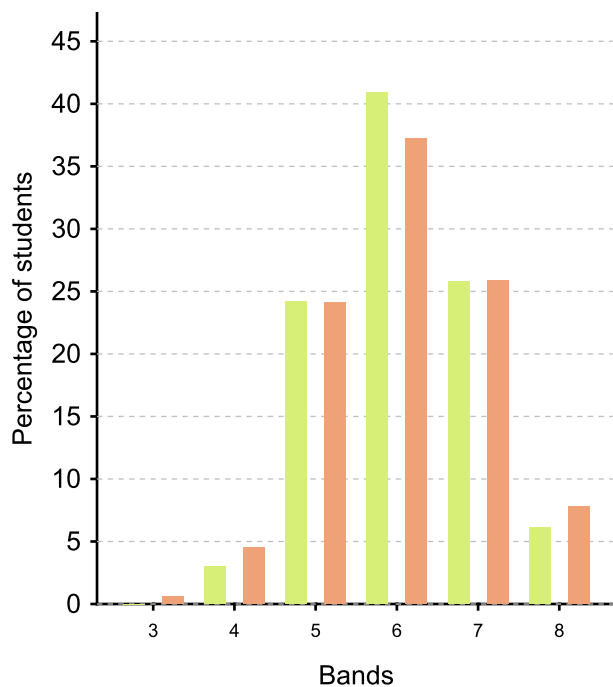
Year 3: 75.4 % of students performed in the top 3 bands compared to 57.1% of the state

Year 5: 75.4% of students performed in the top 3 bands compared to 61% of the state

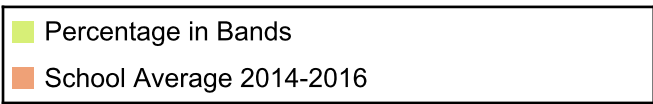
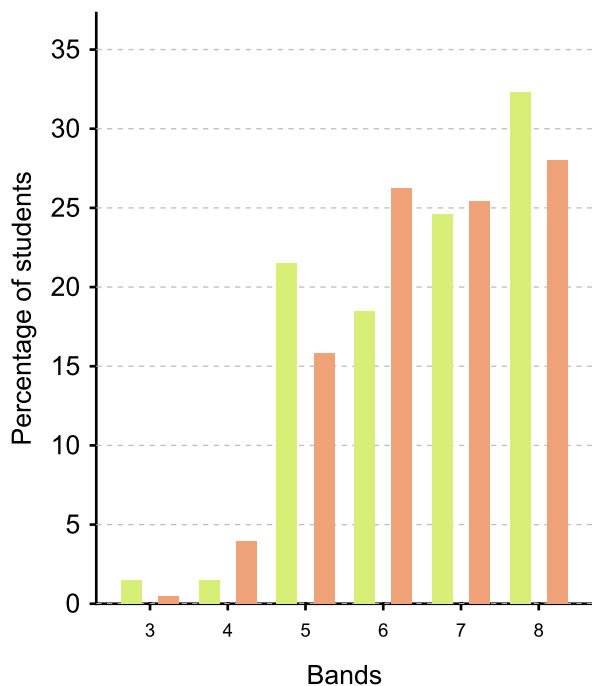
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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.



Parent/caregiver, student, teacher satisfaction

In 2016 the school used the Tell Them From Me survey to seek the opinions of students parents and staff. Students in years 4–6 completed the survey and the data indicated that:

- 97% of students valued school outcomes
- 94% of students had positive behaviour
- 94% of students tried hard to succeed
- 90% of students had positive relationships

Parent responses revealed that:

- 80% are well informed about school activities
- 84% felt that the school supports positive behaviour
- 84% responded that their child felt safe at school
- 79% felt reports on student progress were written so parents could understand them

Staff were surveyed with a particular focus on Professional Learning. The results showed:

- all teachers were confident embedding a Focus on Reading strategy into their literacy sessions
- involvement in Professional Learning has led to changes in teaching and the practices of learners in the classroom
- the organised and collaborative approach to programming and assessment has allowed for more time to be spent on improving student learning

Policy requirements

Aboriginal education

NAIDOC celebrations were enjoyed by the whole school with performance called 'Wadjiny' by Troy Allen. Troy used songs, music, the didgeridoo, dance and artefacts to tell the stories of his people. His performance was made all the more memorable by enlisting the help of Mr Bailey to help with a fire making demonstration. The students were enthralled from beginning to end.

Multicultural and anti-racism education

Harmony Day was celebrated on Wednesday, 23 March. As usual the day was well supported by the school community. The students enjoyed the parade where they dressed in orange for Harmony, green and gold for Australia or traditional dress to represent their cultural background. The parade was followed by Harmony Day craft activities where parents, family and friends visited the class and joined in where possible. Morning tea was enjoyed by all with a scrumptious selection of international treats.

Other school programs

Ryde East Public School students are given the opportunity to participate in a diverse range of creative and performing arts, sports and other extra curricular activities. Students have the opportunity to showcase their interests and talents to a variety of audiences, both within and outside the school community.

Dance Group

A range of talent and abilities are fostered and supported through a variety of Creative and Performing arts experiences at Ryde East. In 2016, the Ryde East Dance Group program was formed and consisted of 27 students from Years 3 to 6. The dance group promoted and cultivated the development of creativity, dance and performance skills and provided students the opportunity to showcase these talents. The highlights were their successful auditions and participation at the Sydney North Dance Festival held at Glen Street Theatre and the State Dance Festival held at the prestigious Seymour Centre. The Dance Group also performed during Education Week and at the Ryde Schools' Spectacular held at the Sydney Opera House.

Ryde East Art Show

This year Ryde East transformed the school hall into an art gallery by producing a wide variety of artwork ranging from traditional painting to quilling and augmented reality sculpture. The theme for the gallery was 'Do You See What I See?' and the artwork created followed a contemporary theme. All staff participated in professional development at the Museum of Contemporary Art where we explored new materials and techniques to bring back to the classroom.

Music Program

At Ryde East the P&C manage a music program where there were 130 students participating, starting from Year 2 having percussion lessons. We have weekly tutorials for trumpet, trombone, French horn, saxophone, clarinet, flute, oboe, guitar and violin in addition to percussion. There were many opportunities for our students to perform throughout the year. We ran a music day 'Musical May Day: Going for Gold!' in which seventy students registered and performed in the concert. The Ryde East Music Festival and Wahroonga Music Festival saw our Senior Band perform while both bands performed in Gold Card assemblies. The String Ensemble welcomed the dads to the Fathers' Day Breakfast as well as performing at the Light up East Ryde event, with much praise afforded to them. Our percussion tutor took a group of percussionists to perform at the Ryde Schools' Spectacular where they performed the *76 Trombones Drumline*, written by tutor Joe Gould. The year culminated with the Musical Variety Night where we had performances from: the Senior and Training Bands; guitar, percussion and string ensembles; solos and duets; and our first ever rock band, 'First Phase'.

Other noteworthy events during the year include our

first Composition Competition and workshops run over a day, with the bands, guitarists and the winner of the Composition Competition. The workshops were run by visiting composer/singer/song writer, Anthony Snape.

Choir

All the students in Kindergarten to Year 2 form our junior choir and our senior choir is formed by interested students in Years 3–6. Each year our senior choir performs at the Sydney Opera House as part of the Ryde Schools' Spectacular. Both choirs perform in assemblies and on special events throughout the school year.

SRC

Each semester, two students from every class are selected by peer vote to represent the school on the Student Representative Council (SRC). These students meet once every week to discuss school-based issues and offer suggestions to improve the school environment. These issues are then discussed with the Principal and the school leaders. The SRC has continued to support our major charity, Stewart House, and have managed to donate an impressive amount of money through whole school fund raising days. The SRC provides students with a voice in the daily workings of the busy school environment, offers a supportive forum to express their opinions and enhances their self-esteem and confidence.

Sport

2016 has been another exciting year for our students at Ryde East Public School. Many opportunities were provided to students, to engage with a range of sporting activities both inside and outside the school. We have upgraded many of our sporting resources and were fortunate to receive Sporting Schools funding which enabled us to participate in AFL and hockey skills programs.

Our school participates in both summer and winter Primary Schools Sports Associations (PSSA) competitions. Students in Years 3 to 6 all have an opportunity to try out for T-ball, softball, cricket, soccer, netball, AFL and tiger tag. Our senior A and B netball teams, junior boys' soccer team and the senior A and B AFL teams were named Champions this year after winning their PSSA Grand Finals.

Individual students were given the opportunity to attend zone and state trials for a number of sports. Three talented students from Ryde East Public School were selected as zone representatives in the Sydney North Area, two in Regional Cross Country and one in Regional Athletics.

This year 60 Year 2 students participated in a two-week intensive 'Learn to Swim' program as well as participating in weekly gymnastics lessons in the school hall with a qualified gym instructor.

Our school spirit is evident at all our school carnivals. This year students participated in our Swimming, Cross Country and Athletics Carnivals.