

Ryde Public School

Annual Report



2017



3021

Introduction

The Annual Report for **2017** 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.

Ms Anne Barltrop

Rel. Principal

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Message from the Principal

Ryde Public School's success is focused around important key elements, excellence in teacher practice, student engagement in learning and a proactive parent body and local community. All three key elements work together to promote quality teaching and learning programs for all our students.

We have a highly dedicated staff who work collaboratively to provide an inclusive environment.

Students are nurtured and encouraged to achieve their personal best in all they do. Learning is important to our students, they are keen to learn and participate in a range of educational opportunities provided for them at our school.

Ryde Public School enjoys the support of our parent body and local community.

Our annual self-assessment and review highlighted our achievements for Ryde Public School in 2017:

All staff participated in professional learning aligned to the school's Strategic Directions (2015–2017) and teacher Professional Development goals, to further develop the knowledge, understanding and skills for all students.

Plan data was utilised to identify students across Kindergarten, Year 1 and 2, who needed additional support in numeracy using the TEN teaching strategies.

Staff continued to work across all stages to further implement Focus on Reading.

Our Wellbeing Program was further developed to improve school wide processes for students, staff and families through the completion of the Kidsmatter Component 3 – Working with Parents and Carers.

Community support increased due to the expansion of our community connections programs, parent education workshops and cultural morning tea groups. The highlight being the tremendous work undertaken by staff, parents and the wider community at our twilight School Fair.

Finally, I would like to acknowledge our P&C. We have a small but dynamic P&C who work tirelessly to support the Ryde Public School Community. Their fundraising efforts continue to contribute to the wellbeing and safety of all students.

Anne Barltrop Principal (rel)

Message from the students

School Leaders 2017

The ten school leaders have had a busy year working to help our school and the Ryde community. Some of the main events for us included the GRIP Leadership Conference and the Ryde PPA Leadership camp where we strengthened our leadership skills and made lots of new friends.

We visited NSW Parliament House and experienced how politicians debate issues during Question Time, as guests of Mr Victor Dominello.

Our major school project this year was raising funds for the poorer countries who suffered greatly with the many earthquakes. Hafti Day raised an amazing \$654, which we donated to Oxfam to distribute to those in need.

Our jobs were performed reliably and included raising the flags, helping in the office, greeting visitors on special occasions and presenting Anzac and Remembrance assemblies. We also interviewed some of the teachers to report in the newsletter.

Joey and Bella

School Captains for 2017

SRC 2017

The Student Representative Council (SRC) had another successful year in 2017. We met every fortnight to discuss charities that we could fundraise for, participate in team building activities and brainstorm ways we could be positive role models within our school community.

We had a busy year fundraising for a variety of charities.

Term One the SRC held a Mufti Day to raise money for Stewart House.

Term Two we supported the Cathy Freeman Foundation with a Stomp out the Gap Fundraiser and buddy activity, which helped raise awareness for the Education of Indigenous and Torres Strait Islander students.

Term Three the SRC held, a Jim Jams and Tim Tams event in order to assist our very own Dance Sport Community attend the Dance Championships.

Term Four saw us host the R-Factor Talent to raise money for The Children's Medical Research Institute. The event was a huge success displaying students many talents and abilities.

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 to take ownership of their learning journey and develop a growth mindset.

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.

In the domain of Learning, there is school-wide responsibility for student learning and success, with strong levels of students, staff engagement and strong community connections. Positive and respectful relationships across the school community underpin a productive learning environment, and support student's development as consistent lifelong learners. The school consistently implements a whole-school approach to Wellbeing, which has clearly identifiable behaviour expectations that are taught to maintain a positive teaching and learning environment. Quality teaching and professional practice are evident providing students with opportunities to connect, succeed and grow. Quality teaching practices are reflective, differentiated and based on best practice evidence based teaching practices. Extra curriculum opportunities are extensive, supportive of student development and are aligned with the school's vision, values and priorities. Student reports are detailed and contain information about individual student achievement and areas for growth. The school has analysed school performance data and is aware of areas for improvement, areas above national standards and student growth achievement.

Our major focus in the domain of Teaching has been effective classroom practice. The school leadership team demonstrates instructional leadership within each stage, promoting effective modelling of evidence-based practice. Teachers differentiate instruction, analyse data and assess their teaching, regularly to assist with ongoing improvement in learning outcomes for all students. Teachers collaborate within and across stages to ensure consistency of curriculum delivery and for differentiation and consistent teacher judgement. School-wide teacher mentoring, feedback and coaching opportunities are embedded to drive ongoing, school wide improvement in teaching practice. The school evaluates professional learning activities to identify areas for improvement and ongoing development of all staff including beginning, early career and experienced teachers.

In the domain of Leading, the focus on building school capacity in the wider community is central. The school has productive relationships with pre-service teacher training universities highlighting a strong commitment to the teachers of the future. The school fosters collaboration with key stakeholders and a shared school-wide responsibility is evident through leadership, teaching, learning and community connections. Management and administration practices and processes are responsive to the school community and provide information about the school is functioning to promote ongoing improvement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 have increased ownership and responsibility for their achieving their learning goals. They are learning to use the Literacy and Numeracy continuums when setting personal goals and understand what they know, what they need to know and what are the process involved to achieve them.

Concept based learning has provided opportunities for depth and breadth of understanding and connecting knowledge between subject areas. This has increased student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Shift in student metalanguage, reflecting, student identified learning goals. .	Professional Learning delivered in across stages by leadership team. via planned staff meetings.	Increase in student voice and ownership of learning. Regular conferencing to set, review and achieve learning goals. Visuals in classrooms celebrating progress and achievement. There is demonstrated commitment within the school community that all students make learning progress.
Teacher program changes reflect project based learning and collaboration	Professional Learning took place over a series of afterschool seminars	Teachers have met their professional learning goals an provided evidence of reviewing and reflecting. Teacher Learning Community (TLC) pilot group was established and reviewed for whole school planning in 2018. EAL/D and LST were included in stage planning sessions to support access, learning adjustments and assessment development.

Next Steps

- In 2018, we will develop a framework and process for **Learning Conferences** occurring twice a year. Students will be involved in creating learning and wellbeing goals then discussing these with parents and teachers during Learning Conferences in Terms 1 and 3. Student reports will contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.
- Formative and summative assessments create opportunities for students to receive feedback on their learning. Teachers share criteria for student assessment with students.

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 Performance and Development Framework (PDP) annual cycle to reflect our school context increased the impact of teacher professional development within and beyond the school. Time was taken to ensure goals were individualised, achievable and measurable. Senior executive meet with staff to review progress towards goals and plan future professional learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of planning in programs that includes assessment <i>for, as and of</i> student learning.	Professional learning took place via afterschool TPL onsite. The program was led by school teams. At no cost to the school.	Stage teams plan for and review ongoing pre and post learning assessments. Teams work with the support of EAL/D and LaST teachers to program for learning adjustments, in class support and assessment tasks.
Consistency of language used in comments when reporting to parents across the school.	Professional learning led by school team for assessment and reporting for all staff at no cost for the school.	Report comments are reflective of progress towards personalised learning and personal goals.

Next Steps

- Formal mentoring or coaching to support the **Early Career Team** and develop **Aspiring Leaders Team** will be provided to teachers.
- **Teacher Learning Communities** (TLC) will be established across the whole school.
- Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

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

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. We collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Consistent implementation of Ryde Respect in classrooms and playground	Lead teachers trained in PBL release to upskill new teachers. PL – \$3000	Established behaviour flow charts for the playground and classroom.
<ul style="list-style-type: none">1, 2, 3 Emotion Coaching evident in all class rooms	New staff to attend PL in implementation of this program. PL – \$3000	A school-wide approach to effective and positive classroom management is evident.
<ul style="list-style-type: none">TTFM Surveys	Teacher release to take classes to complete the student surveys across all Year 6 students. No cost to the school program completed during RFF over two week.	Student survey data shows that we are on par with NSW State norms across areas – 44 students participated.
<ul style="list-style-type: none">Increased community attendance during all school events	Weekly morning teas for all cultural groups. Run by the school EALD team. Cultural awareness program focus within the monthly P&C meetings. No cost to the school.	All events in the school have seen an increase in attendance from both parents and community. Communication has been supported through the use of School Enews, increased promotional material and the school website.

Next Steps

- Continue to strengthen the engagement of all cultural groups in the school in partnership with *'Ready for life, ready for success'*.
- Support families through planning targeted workshops based on feedback.
- Build on staff knowledge and capacity through professional development and opportunities to engage with external providers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$2,300</p> <p>Funding was used to release staff to write PLP's and Learning Support Teacher and meet with parents and carers.</p>	<ul style="list-style-type: none"> • Personalised Learning Plans support the academic, social and cultural learning of all Indigenous students. • Whole school participation in Reconciliation week. • Aboriginal perspectives are embedded in concept based curriculum to provide authentic learning experiences.
Low level adjustment for disability	<p>\$195,840</p> <p>Teacher release to prepare PLP in the mainstream with Learning Support Teacher.</p> <p>Teacher release to meet with parents careers – annual reviews.</p> <p>Employment of an SLSO in mainstream classes.</p> <p>Employ additional teacher to support students with additional needs in the mainstream not receiving integration funding.</p>	<ul style="list-style-type: none"> • Personalised Learning Plans and support programs in consultation with families. • Review individual adjustments and progress in Learning and Support meetings. • Additional in class support timetabled.
Support for beginning teachers	<p>\$21,000</p> <p>Additional release for beginning teachers</p> <p>Release to work with team leaders.</p>	<ul style="list-style-type: none"> • Induction program, early Term 1. • Timetabled mentoring sessions allocated. • Expert teachers allocated to support staff. • Demonstration lessons in beginning teacher's classrooms and observation opportunities. • Differentiated professional development reflective of experience.
Targeted student support for refugees and new arrivals	<p>\$2,273</p> <p>Short term support via EALD for new students.</p>	<ul style="list-style-type: none"> • New Arrival Program provides intensive English instruction and support for individual students. • SLSO support for students experiencing difficulty settling in.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	284	272	313	329
Girls	220	226	232	255

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	95.1	95.8	93.6
1	96.2	94	96.3	95.8
2	95.1	95.2	93.2	95.8
3	96.1	94.4	96	94
4	96.3	94.4	94	95
5	97.3	95.3	95.7	94.5
6	96.5	95.6	93.2	93.6
All Years	95.9	94.9	94.9	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Non attendance and unexplained absences is regularly monitored and followed up using our school based procedures and expectations. Reports are generated from Sentral that provide details and percentages of individuals and highlight declines in attendance.

Teachers contact families after two days of unexplained absence and medical certificates are required.

Stage leaders facilitate support meetings with class teachers and families to address concerns and offer support. If required, Learning and Support Team referrals are completed, the Principal and the Home School Liaison Officer may also become involved in follow ups.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	1
Classroom Teacher(s)	23.02
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	8.06
Other Positions	1.8

*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	40

Professional learning and teacher accreditation

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 the team leaders as per the requirements of the Performance and Development Framework to plan, implement and review professional goals. Staff have been provided with individualised support to work towards achieved their goals which are linked to the Standards for Teachers as well as Ryde Public School Strategic Directions to identify and monitor specific areas for development or continual improvement.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All teachers 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 while 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 (FoR) and Kids Matter.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	312,521
Revenue	6,388,164
Appropriation	5,846,319
Sale of Goods and Services	99,750
Grants and Contributions	435,769
Gain and Loss	0
Other Revenue	414
Investment Income	5,911
Expenses	-6,057,295
Recurrent Expenses	-6,057,295
Employee Related	-5,430,959
Operating Expenses	-626,336
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	330,868
Balance Carried Forward	643,390

The financial summary consists of school income broken down by funding source and is taken from the school Annual Financial Statement. The Opening balance for the 2017 financial year is displayed in the table as Balance brought forward. The amount displayed in the Appropriation category of the financial summary is drawn from the Balance carried forward and includes any financial transactions in SAP the

school has undertaken since migration from OASIS to SAP.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,767,350
Base Per Capita	88,285
Base Location	0
Other Base	3,679,065
Equity Total	439,186
Equity Aboriginal	3,262
Equity Socio economic	18,033
Equity Language	222,051
Equity Disability	195,840
Targeted Total	1,013,808
Other Total	349,603
Grand Total	5,569,947

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Literacy In 2016, 69 Year 3 and 84 Year 5 sat for NAPLAN – Literacy.

Year 3, students performed just below the state in all areas however made improvements well above the state in the lower bands than in previous years.

Reading 65.7 % of students performed in the top 3 bands compared to 70.9% of the state. There was an increase in performance over previous years (2015–

2016) at the school level.

Writing 73.1% of students performed in the top 3 bands compared to 76.3% of the state. There was a significant increase in performance over the previous years (2015–2016) at the school level.

Spelling 67.2% of students performed in the top 3 bands compared to 73.7% of the stage. There was slight increase in performance over the previous years (2015–2016).

Grammar and Punctuation 77.7% of students performed in the top 3 bands compared to 73.1% of the stage. Continued ongoing improvement in spelling over the previous years (2015–2016).

Year 5, students demonstrated continued increases in growth in all areas.

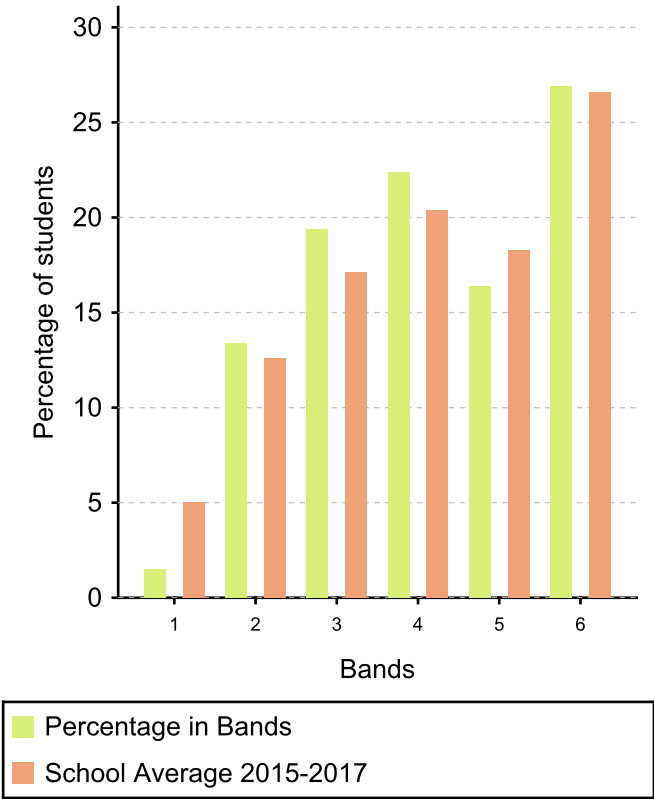
Reading 72.6% of students performed in the top 3 band as compared to 65.8% of the state.

Writing 61.5% of the students performed in the top 3 bands compared to 58.1% of the state.

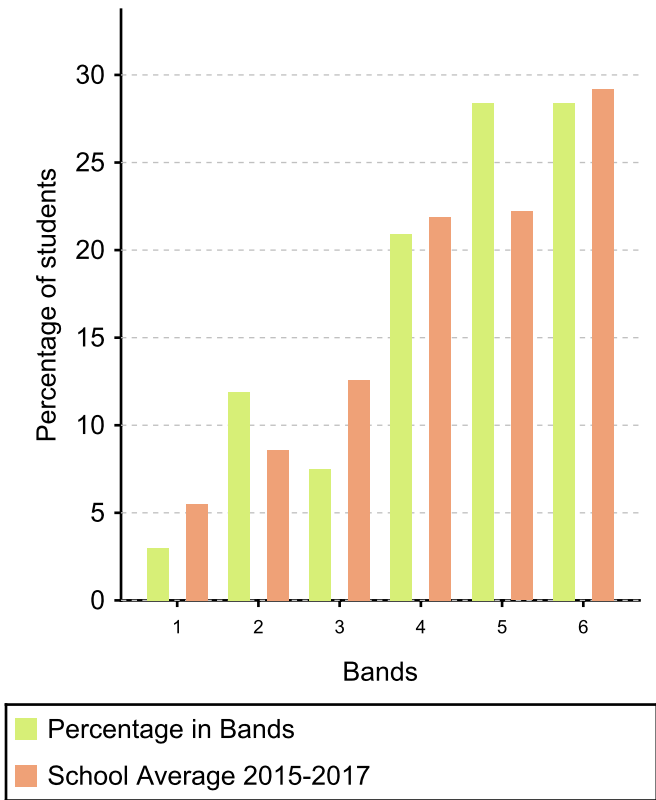
Spelling 76.2% of the students performed in the top 3 bands compared to 65.7% of the state.

Grammar and Punctuation 64.3% of the students performed in the top 3 bands compared to 62.9% of the state.

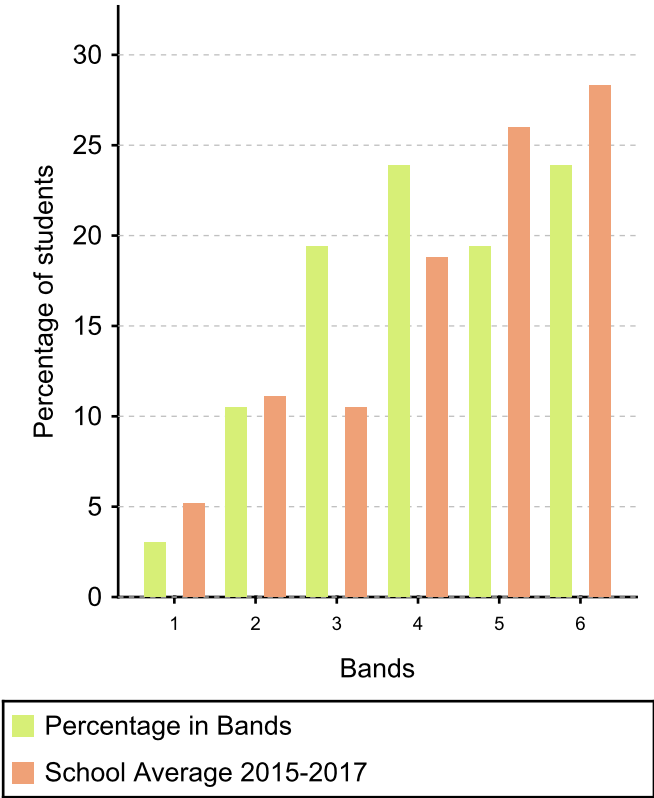
Percentage in bands:
Year 3 Reading



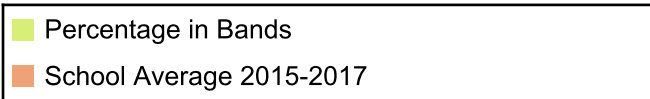
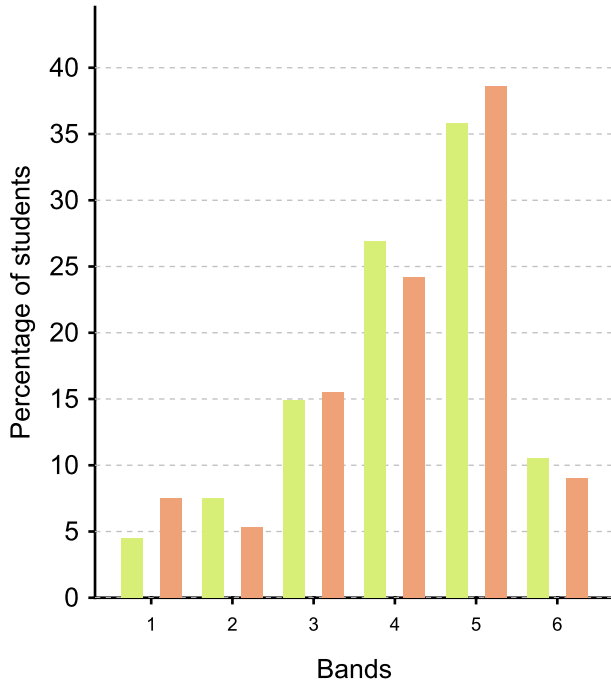
Percentage in bands:
Year 3 Grammar & Punctuation



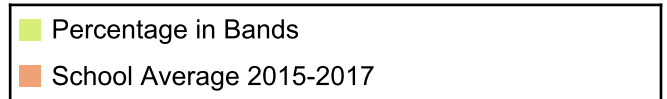
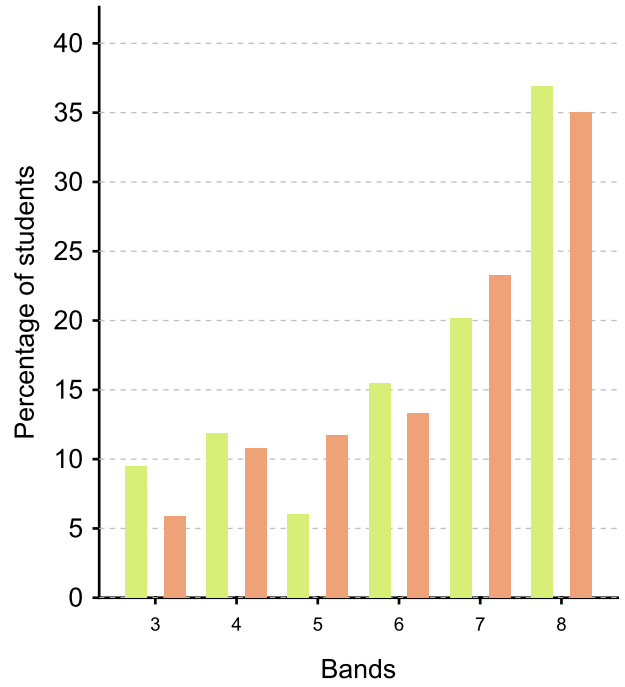
Percentage in bands:
Year 3 Spelling



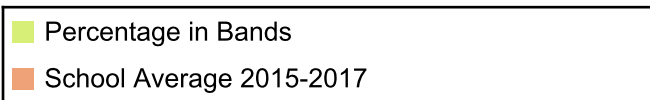
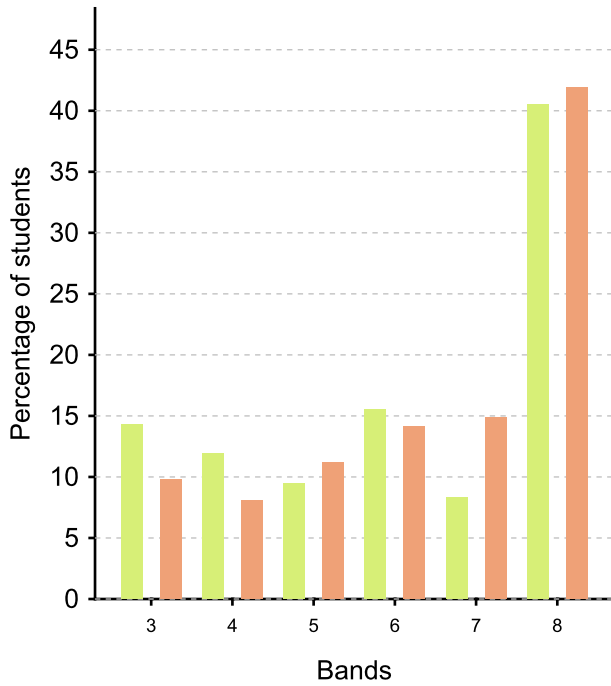
Percentage in bands:
Year 3 Writing



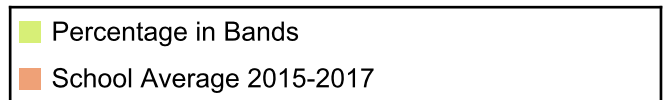
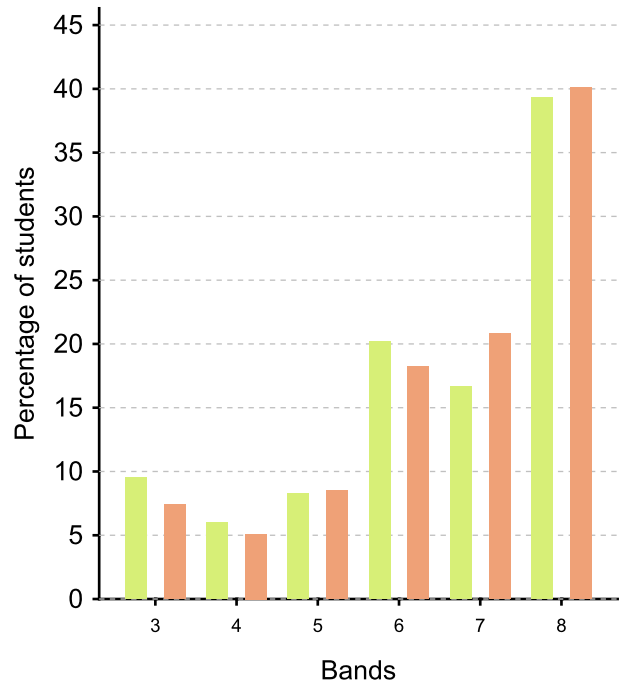
Percentage in bands:
Year 5 Reading



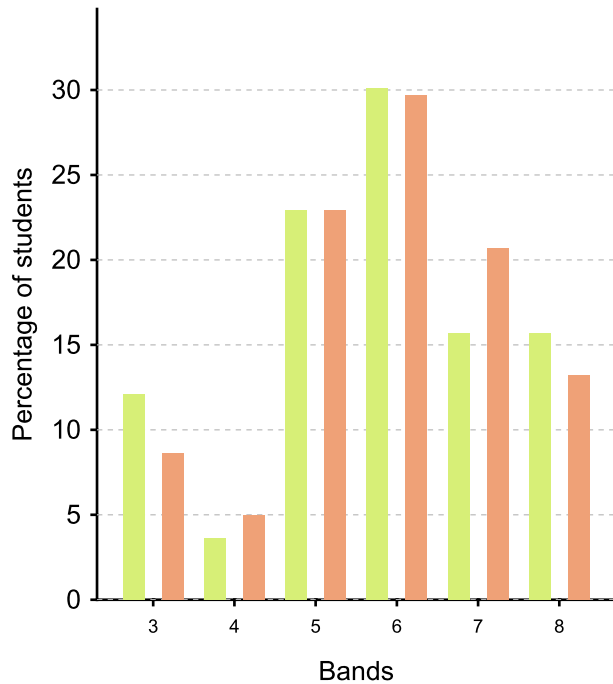
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

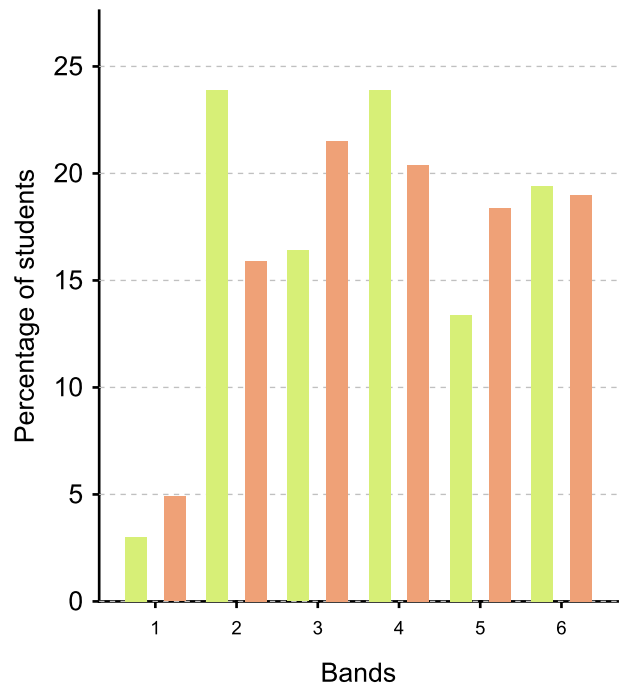


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

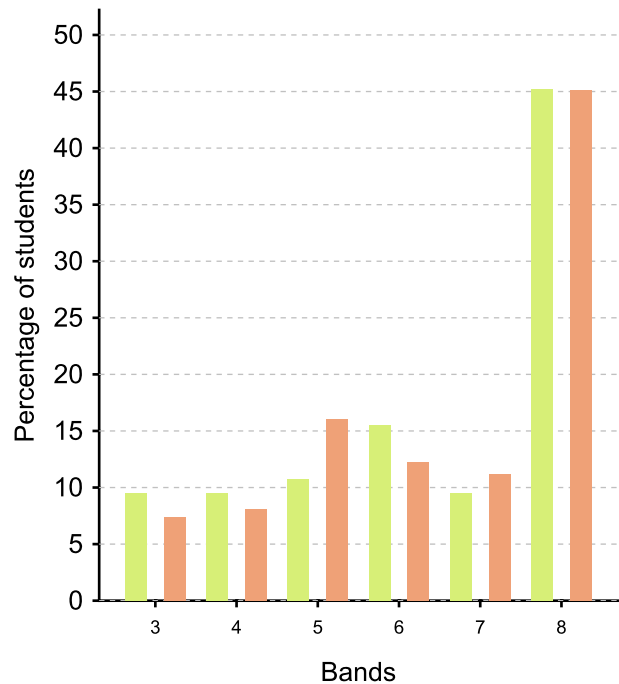
Numeracy

In 2016, 69 Year 3 students sat the NAPLAN numeracy test and 84 Year 5 NAPLAN numeracy test.

Year 3, 56.7% of students performed in the top 3 bands compared to 70.6% of the state. There was an increase in movement out of the lower performance bands at the school level over the previous years in (2015–2016).

Year 5, students demonstrated continued increases in performance growth over the previous year. Performed in the top 3 bands at 70% compared to 61.8% of the state.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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

Go to <https://myschool.edu.au/school/41239> to access our school data.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about the school. In 2017 feedback was received through a variety of different formats and forums.

Parents:

Parents submitted feedback via the P&C, the cultural morning teas, community connections programs and parent workshop sessions that took place throughout the year. Responses indicated that parents are pleased with the teaching, learning and sporting events that take place within the school. Community events such as assemblies, mother's and father's day breakfasts, whole school sporting carnivals and special events celebrations are very well received. Parents appreciate the commitment of the teachers especially their willingness to be available to discuss matters about their child.

Parents would like to more prior warning regarding upcoming events so that they can plan for payment especially for families with more than one child at school. Car parking in the morning and afternoons was seen as a major issue especially as the school population continues to grow.

Students: Tell Them From Me

In 2017, 144 students completed the TTFM survey which included nine measures of student engagement alongside five drivers of student outcomes.

The student data showed that we are above NSW government norms when it comes to '*social engagement*' and having a '*sense of belonging*' as well as putting in '*effort*' into their work (intellectual engagement). We are also well above the state norms when it comes to '*equality of engagement outcomes*' for our Low socio-economic background students and '*positive behaviour at school*'.

One area we are addressing directly through our 2018–2020 School Plan is student '*expectations for success*'. Students will be setting individual learning and wellbeing goals as well as teachers focusing on individual student growth through personalised programs and the establishment of Learning Conferences.

Teachers

Responses indicated an overall positive response to their role as teacher at the school and that the school is a supportive environment. The school leadership is active and supportive for students, staff and parents. The school offers opportunities for staff to be involved in many areas to increase their skills and expertise. The staff are respectful of each other, the students and the parent community.

Staff would like to have more structured time for project collaboration across literacy and numeracy

blocks. Better availability to technology to be more readily available in the classroom.

Policy requirements

Aboriginal education

Ryde Public School received Aboriginal background funding in 2017. These funds were used to support Aboriginal students in mainstream classes. We also embedded Aboriginal Cultural into many aspects of school life within teaching, learning and community events.

Ryde Public School provides the venue for the Ryde Aboriginal Network meetings.

Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs to ensure that our practices are culturally inclusive. Teaching programs embed students' understanding of culture, diversity, racism and a clear understanding that our community is multicultural. Harmony Day was celebrated, cultural morning tea groups expanded, and parent workshops on supporting your child at school have been incorporated to improve the school's communication with parents and community members for culturally diverse backgrounds. The successful Multicultural Festival was a very positive celebration of the active recognition of diversity at Ryde Public School.