

North Ryde Public School

Annual Report



2017

North
Ryde
Public
School
YOUR CHILD'S FUTURE

3022

Introduction

The Annual Report for **2017** 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

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Message from the Principal

At North Ryde Public School, we are successfully developing a culture of thinking to ensure that our students have an education that supports and challenges. This was confirmed by an official commendation. The school was recognised because our students demonstrated above average gain for 4 years in NAPLAN. I would like to acknowledge the skills of our highly capable teachers and their proactive approach to professional learning. Their excellent teaching has led to the wonderful achievements of our students.

In 2017 there continued to be a focus on improving the well-being of our students. All teachers became trained emotion coaches and have worked to help students develop resilience.

The ongoing introduction of a new school administration and financial system required further professional learning. I would like to again commend our administrative staff and executive teachers, for their collegiality and support of each other. Their dedication ensured that we managed resources effectively and supported our school community successfully.

I would 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 North Ryde Public School Parents and Citizens Association (P&C) had yet another successful year in 2017. We continued to actively promote the interests of the school by bringing parents, citizens, students, ex-students and teaching staff into close cooperation with one another. We built on the existing community spirit and held many events that fostered this wonderful relationship within our school.

In 2017 we hosted many fundraising events, this year we shared the responsibility of the individual events through the wider school community and had a variety of parent volunteers lead and coordinate to each event.

We would like to congratulate and thank every volunteer who contributed their time and energy to coordinate each of these events. They have worked diligently with the support of other parents and the community to raise substantial funds for our school.

The fundraising events for 2017 included School Disco, Walk-a-thon, Mother's Day Stall, Election Day Fair, Entertainment Books, Trivia Night, Tea Towel Drive, Easter Egg Competition (all funds raised were donated to a local charity "Riding for the disabled"), Mini Canteen snack Fridays and Fruit Frenzy Fridays, and Mini Canteen Event days (chicken rolls, sushi days, hotdogs, pasta bolognese).

Each event requires hours of online preparation to ensure tickets, donations or menu selections are made easy for families to purchase. Our 'school 24' coordinator Jannet Pawsey is the driving force behind this activity and we must thank her immensely for all her time and dedication to liaise with event coordinators and paying parents to ensure the smooth deliberation of funds.

The 2017 fundraising efforts together with a substantial balance from 2016 will contribute to an all-weather shelter over the handball courts. We await the approval from the NSW government schools 'assets department' for this construction to proceed.

While we await this approval for a very large expenditure within the school the P&C have kindly donated the following improvements and resources for the children, new timber dressings for outdoor picnic tables, new soccer jerseys for additional PSSA soccer teams created in 2017, new air-conditioning units in 3/4 classrooms and Uniform Shop.

Our current funds also continue to contribute to many aspects of the school community, for 2017 these included continued subsidy for our 1-day p/week grounds keeping, continued subsidising of Band T-shirts, ongoing support for the School Band Program, support to the Dance program and contribution to the Year 6 Farewell Dinner;

Many of our events within the school require close relationships with all teaching and support staff at North Ryde Public School. We 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. We especially thank them for cooking and serving at our annual Father's Day breakfast. This event shows our strong link between the staff, parents and the community. Donations are collected on the day in support of cancer research.

There is also financial support provided to our school through our local community shopping partners. We received cash donations from our local North Ryde IGA, and Athlete's Foot Top Ryde and Macquarie Centre. We are extremely grateful for these donations and we encourage our school community to support these businesses in return for their kind on-going donations.

There are many more programs and events within our school that the P&C contribute to throughout the year, without the parent partnership, extra programs may not be available to our children. These programs and events include:

- Our School Band (3 bands);
- Kindergarten Tea and Tissues Morning;
- Welcome Breakfast – P&C funded and hosted;
- Reading Programs;
- Dance Programs – parent travel and costume support;
- Easter Bunny Appearance;
- Father's Day Breakfast – P&C funded hosted by teachers;
- Kindergarten Orientation Days;

- Book Club;
- School Banking;
- Ethics classes – parent volunteers trained as ethicsteachers;
- Tennis Court Management;
- Playground maintenance – P&C levy donation and workingbees.

One of the most significant roles of our P&C is the management of our school Uniform Shop. Our team of dedicated volunteers lead by Emma Underwood and supported by Tania Thompson have now been operating consistently and efficiently for 3 years ensuring the smooth operations of our uniform delivery. Thank you to these ladies and the on-going volunteers who help provide smart looking affordable uniforms for our children.

Our canteen has now established consistent operation for regular lunch day twice a term and a mini snack day with choices from the 'healthy school strategy' initiative that was implemented in NSW schools in 2017. We would like to thank sisters, Wendy and Fiona Fong, who have implemented the strategy and carried out the operations of the canteen.

Another significant area that our P&C contributes to is our school bands. Our band coordinator Stephanie Fowell together conductor Imelda Crimmins, KMA Music and our team of P&C parent liaisons, account keepers and instrument managers and teacher support Erika Southam, have worked with approximately 70 children across 3 school bands. All 3 bands (our training band, performance band and concert band) 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.

On behalf of the P&C we look forward to welcoming new faces and extra volunteers in 2018 – Once again I leave you with this, "morehands make light work"!

Daniela Zepeda – P&C Vice President 2017

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

Well-being In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual well-being 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: Excelling

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: Excelling

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: Delivering

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: Excelling

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 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

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

All staff effectively engaged in the Performance and Development Plan process. Professional learning closely aligned to teacher goals. Staff celebrated the successful attainment of most or all their goals. The school is still learning to effectively manage the new DoE administration/finance initiatives.

Progress towards achieving improvement measures

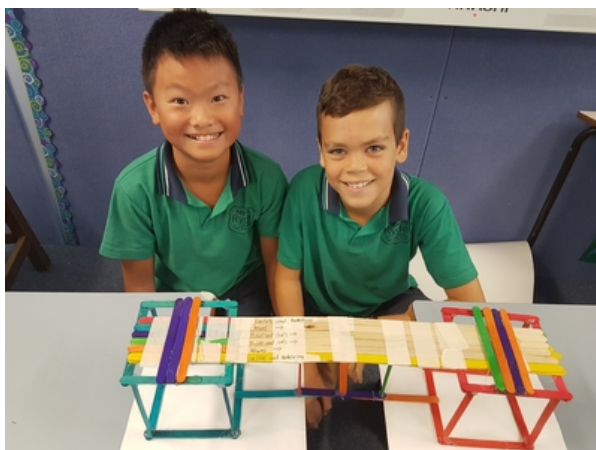
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers are supported to prepare and complete a Performance and Development Plan	Regular TPL times allocated to PDP process. Provided teachers with release time – \$5000. Provided executive teachers with release time to meet with teachers –\$2000 • Quality Teaching, Successful Students (QTSS) (\$6000)	All teachers have completed PDPs and have benefited from targeted TPL
Teachers participate in an action research (AR) project that focuses on their personal goals and creating a culture of thinking	Partner educational consultant – \$12,600. Release time for teachers and executive teachers – QTSS • Quality Teaching, Successful Students (QTSS) (\$10000)	With support of a partner consultant and a trained executive facilitator team, teachers successfully completed an action research project aligned with their PDP goals.
Librarian, admin staff, teachers and then students are trained in the use of 'Oliver'		'Oliver' continues to be successfully integrated into all aspects of school library use
All stakeholders trained in the use of appropriate technology to fulfil their school roles	2x Interactive whiteboard – \$10000	Technology resources continued to be upgraded to ensure equitable access for stakeholders. PL sessions focused on administration requirements for all staff.
School admin staff and leaders are trained in the use of LMBR	Extra release time, overtime and support for SAS and executive staff – \$6000	The LMBR system continued to be a challenging process requiring many hours of extra training and support for office and executive staff.

Next Steps

1. Teachers and SAS staff will continue to be encouraged to invest in their Performance and Development Plan. Executives will continue to provide ongoing support. The school will continue to engage the services of experts to work with all staff to improve in their roles as SAS, teachers and executives.
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. The school will look to build stability and sustainability by ensuring as many people as possible are trained in the use of the LMBR suite of processes/programs.



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 Geography syllabus and students were engaged in meaningful and interactive learning experiences. Students continue to be supported to demonstrate visible and critical thinking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Regular in-school professional learning where teachers learn how to implement the new Geography curriculum	Release for Geography team to prepare TPL sessions. Extra Geography syllabuses – \$125	Teachers have a clear understanding of the new Geography syllabus and its focus. All teachers programmed units using the new syllabus. All students were able to demonstrate their learning in this area
Students continue to learn how to reflect on their learning and progress		With teacher prompting, students use thinking routines and protocols to reflect on their learning.
Targeted students in reading and writing participate in an intervention programs	Professional author – \$3,700* Literacy and numeracy funding used to enable extra teacher support – \$14, 000	Teacher trained in MiniLit works with targeted students from K–3. Student reading improved to at or close to grade level. Professional author e worked with teachers and students to improve writing skills.Extra support provided to enable time to provide effective writing feedback. Student writing beginning to improve.

Next Steps

1. Teachers monitored to ensure that the Geography and History curriculum continue to be implemented effectively.
2. Students continue to learn how to demonstrate visible and critical thinking, and to reflect on their learning and progress.
3. Targeted students will continue to participate in effective intervention programs.
4. Need to ensure that 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

All staff engaged in team building activities designed to improve resilience. Teachers were trained in emotion coaching. Teachers continued to help students develop resilient behaviours and improve social interactions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional development, focussing on student well-being and resilience, is explicitly taught to all students in class	Resilient School Teams workshop and resources – \$1200 Release for teachers to participate in Got It! training – \$8000	All staff participated in a Resilient School Teams workshop. Teachers used well-being resources with positive results. Targeted students, with their parents, participated successfully in the Got It! program. All teachers trained in emotion coaching through the Got It! program.
Courses, workshops and articles that promote developing student resilience are included in the newsletter		Newsletters contained information for parents and carers on how to promote well-being and resilience in their children

Next Steps

1. Continue to focus on student well-being through the use of mindfulness.
2. Introduce the concept of growth mindset.
3. Teachers continue to use emotion coaching training from the Got It! Program to support students.
4. Information from the TTFM surveys is shared with staff and parents.



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



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	141	149	177	191
Girls	141	154	177	184

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	95.7	94.8	95.9
1	96.4	96.2	95.2	93.9
2	96	95.7	93.7	96.7
3	96.8	96	94.9	94.4
4	96.6	97.4	94.8	96
5	94.9	96.8	94.8	94.6
6	95.9	94.7	96.5	94.4
All Years	96.3	96.1	94.9	95.2
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

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
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.64
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*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	100
Postgraduate degree	0

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 2017, \$21,000 was spent on PL. \$9,000 was paid from school funds, and \$21,000 from our RAM allocation. Of this, \$12,600 was spent on quality 'Visible Thinking' training from an expert consultant/partner. We also engaged a professional author for \$3,700. He worked with teachers and students to improve writing skills.

During 2017, 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, Librarian, Dance, Choir, EALD and Learning and Support teachers
- completion of the DoE K-6 Geography module
- other valuable courses such as, Beginner's Guide to Google Apps for Education!, School Planning Intensive for School Leadership, NAPLAN Online – School Readiness Test, Understanding personalised learning and support
- compliance training such as, CPR Training, Anaphylaxis e-learning, e-Emergency Care, Child protection Update and WHS Induction
- numerous sessions about the implementation of LMBR were attended by SAM, SAS staff, Principal and executive teacher

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/supervising teacher.

Of our 23 teaching staff in 2017, we had 2 teachers seeking accreditation at proficient level and 12 teachers maintaining accreditation at proficient

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 – Resilient School Teams presented by Michael Auden. Team planning time. All teachers attended, including part-time and regular casuals

Term 1 (in lieu of Term 4 Day 2) – 'Cultures of Thinking' Conference on Saturday 25 February. All teachers attended, including some part-time and regular casuals.

Term 2 – The focus was integrating a culture of thinking into programs and units for the term. Presented by Simon Brooks. All teachers attended, including part-time and regular casuals.

Term 3 – Introduction of new Geography Syllabus. Team planning time. All teachers attended, including part-time and regular casuals.

Term 4 Day 1 – 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 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	257,428
Revenue	3,478,463
Appropriation	2,981,314
Sale of Goods and Services	-1,445
Grants and Contributions	492,424
Gain and Loss	0
Other Revenue	0
Investment Income	6,170
Expenses	-3,295,261
Recurrent Expenses	-3,295,261
Employee Related	-2,870,550
Operating Expenses	-424,711
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	183,202
Balance Carried Forward	440,630

The school works closely with its community to ensure that finances are managed responsibly. The school has strong relationship with the P&C association, who support the school by providing essential educational resources for our students and funds to improve the school environment. We also value the contributions made by our many community users, who regularly hire our school facilities.

Extra funds available are used to provide extra professional learning to all staff, purchase extra teaching resources, upgrade school technology and maintain and improve school facilities.

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	2,584,592
Base Per Capita	54,101
Base Location	0
Other Base	2,530,491
Equity Total	139,720
Equity Aboriginal	1,283
Equity Socio economic	5,444
Equity Language	64,957
Equity Disability	68,036
Targeted Total	61,236
Other Total	72,055
Grand Total	2,857,603

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

The school was pleased receive congratulations from ACARA because over the last 4 years our school demonstrated substantially above average gain in reading achievement. NAPLAN 2017 trend data in literacy shows that North Ryde Public School student results remain well above the state average in all areas, and above statistically similar schools.

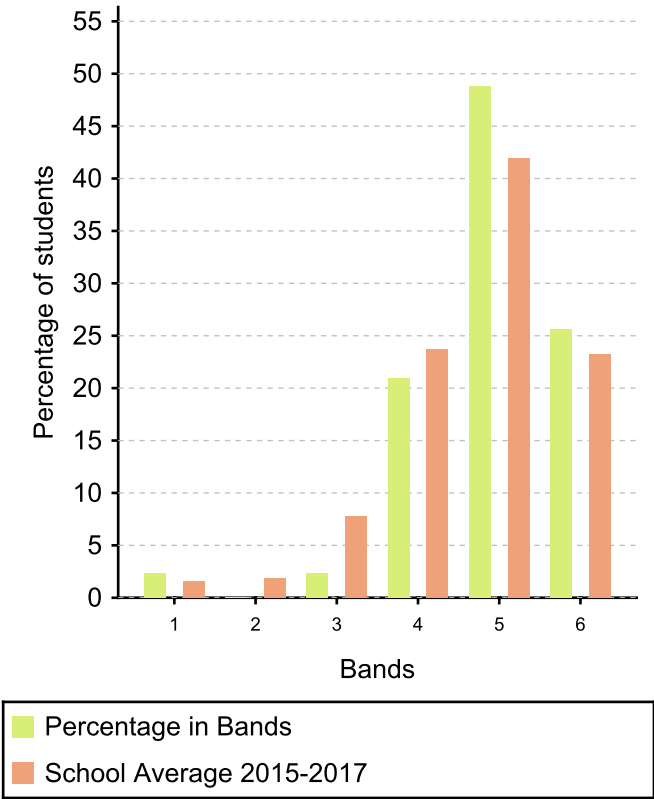
77.5% of Year 5 students achieved the top 3 bands in Reading compared to 65.8% in statistically similar schools.

83.8% of Year 3 students achieved the top 3 bands in Reading compared to 73.7% in statistically similar schools.

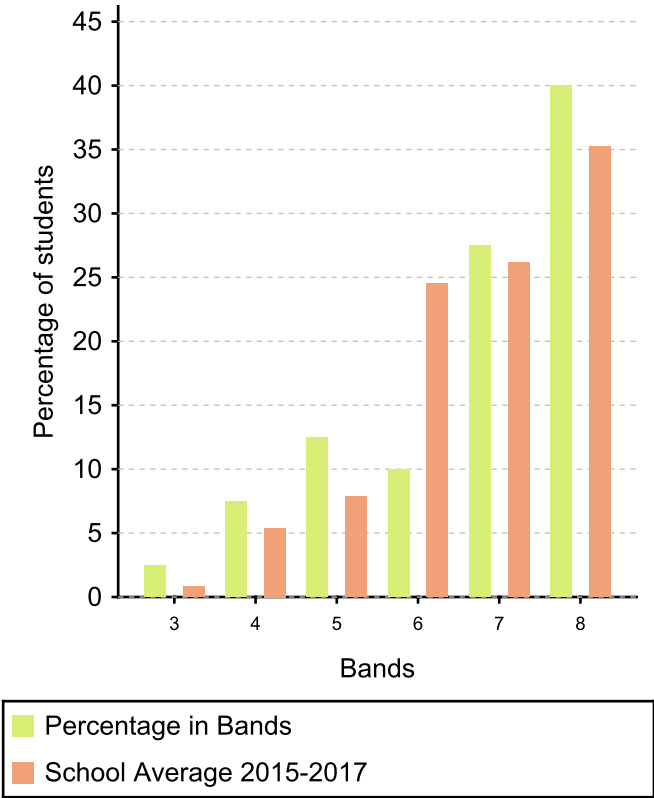
62.5% of Year 5 students achieved the top 3 bands in Writing compared to 48.1% in statistically similar schools.

95.3% of Year 3 students achieved the top 3 bands in Writing compared to 76.3% in statistically similar schools.

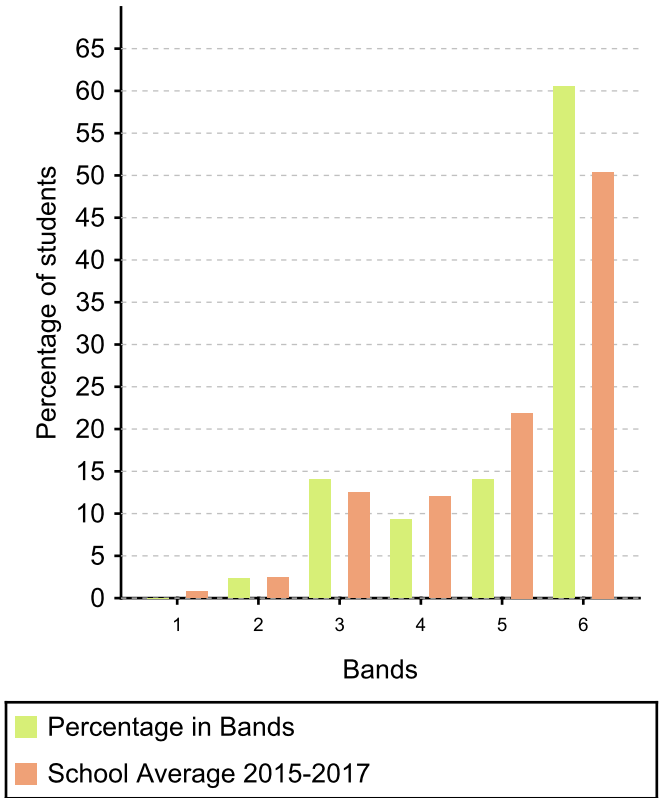
Percentage in bands:
Year 3 Writing



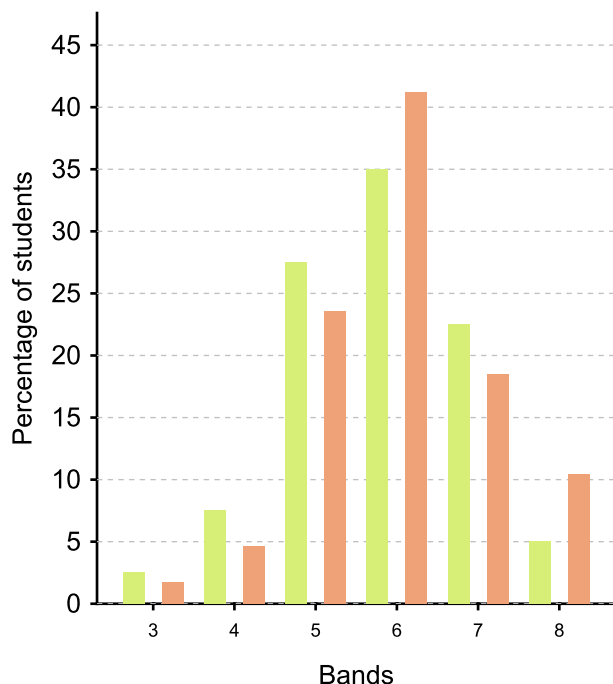
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Reading

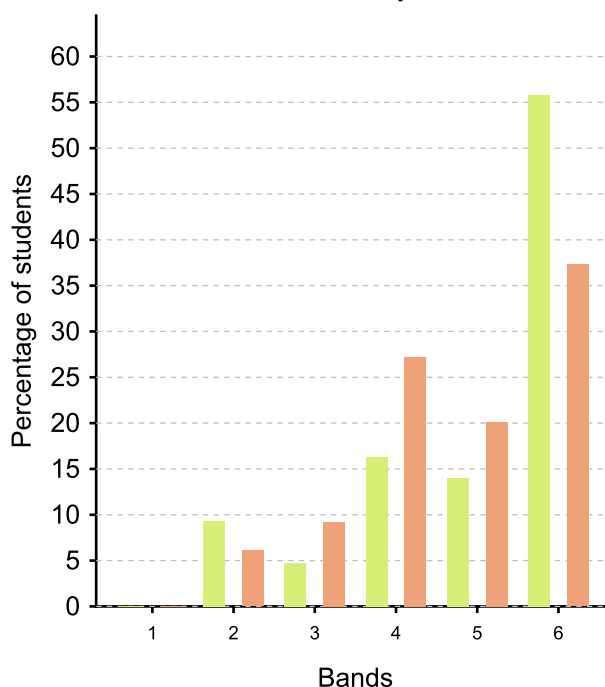


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

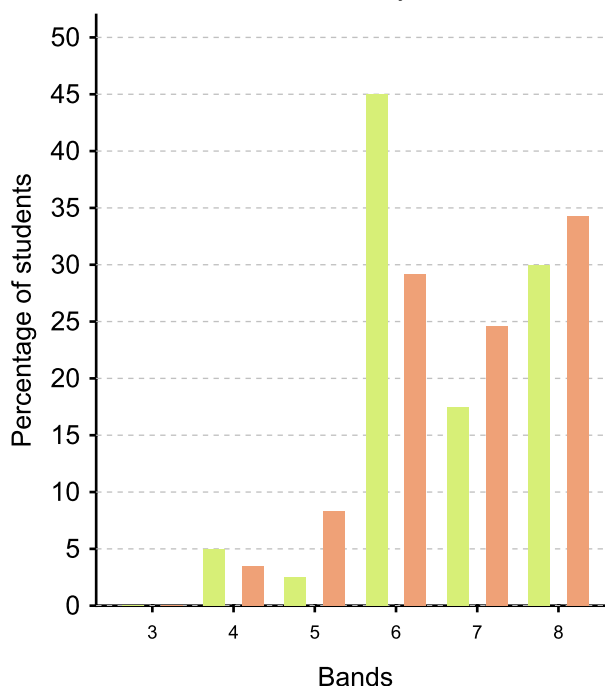
NUMERACY

The school also received congratulations from ACARA for substantially above average gain in numeracy achievement. NAPLAN 2017 trend data in numeracy shows that North Ryde Public School student results remain well above the state average in all areas.

92.5% of Year 5 students achieved the top 3 bands in Numeracy compared to 79.8% in statistically similar schools.

85.8% of Year 3 students achieved the top 3 bands in Numeracy compared to 70.6% in statistically similar schools.

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 <http://www.myschool.edu.au> to access the school data.

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.

Our students indicated that they were engaged in the learning. However, there was an indication that interest and motivation could be improved.

Positive response data included:

- Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. 76% School Mean (89% girls – 59% boys)
- Students feel accepted and valued by their peers and by others at their school. 83%
- Students have friends at school they can trust and who encourage them to make positive choices. 93%
- Students do homework for their classes with a positive attitude and in a timely manner. 69%
- Students that do not get in trouble at school for disruptive or inappropriate behaviour. 89%
- Students try hard to succeed in their learning. 92%

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. While this survey does provide some indication of parent perceptions, less than 1/7 of our school's families participated in the survey. 29 represented K–2 classes and 30 represented 3–6 classes.

Positives included:

- I am well informed about school activities.
- Written information from the school is in clear, plain language.
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- My child is encouraged to do his or her best work.
- My child is clear about the rules for school behaviour.

- Teachers devote their time to extra-curricular activities.

- My child feels safe at school.

- The school helps prevent bullying. Areas for improvement include:

- Parent activities are scheduled at times when I can attend.

- I am informed about opportunities concerning my child's future.

38% of parents indicated that they have assisted the teacher in the classroom at least once and 70% of parents indicated that they had assisted the teacher in some other way during the year. 37% said that they were involved in parent committees.

One of North Ryde Public School's strategic directions for 2015–2017 is 'Resilient, Responsible Citizens'. Over the last one or two years, have you noticed positive changes to your child's level of tolerance, use of initiative and willingness to take calculated risks?

When asked the question above, 56% said yes, 6% were unsure and 38% said no.

"Yes. My child has become more independent and responsible for her own actions. She has been encouraged to speak up when there are problems but also try and resolve matters on a calculated way."

"Yes. Thank you for placing importance on this valuable area of learning. Emotional regulation has been an ongoing challenge for us but it is improving. Keep up the great work!"



Policy requirements

Aboriginal education

The school participated in the Cathy Freeman Foundation's inaugural 'Stomp out the Gap' day on Tuesday 1 August 2017. The Cathy Freeman Foundation's vision aims to ensure Indigenous and non-Indigenous children have the same education standards and opportunities in life.

The day was a huge success with students and staff wearing red to show their support. In the lead up to the day, all students painted a footprint inspired by Aboriginal artwork. These were then put on display in the hall. The money raised by the day went to support life-changing programs to the largest Indigenous communities in Australia where mainstream education is at its most fragile.

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.



Multicultural and anti-racism education

North Ryde Public School has a diverse student population, with over sixty different cultural backgrounds. In 2017, the school had two 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:

- Celebrate Harmony Day. It's about inclusiveness, respect, and a sense of belonging to everyone in our culturally diverse community. The theme for Harmony Day 2017 was 'Everyone Belongs'. North Ryde Public School is dedicated to creating safe and inclusive school environment. All students participated in the rewarding Harmony Day celebration which included a whole school display for all community members to view.
- we have 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
- K-2 students learnt about the diversity of cultures in Australia, when they studied Past and Present Family Life and Personal and Families Histories.
- Stage 2 and Stage 3 discussed multicultural perspectives in depth as part of an in-school public speaking competition.