

# West Ryde Public School Annual Report



2017



3023

## Introduction

The Annual Report for 2017 is provided to the community of West 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.

Kim Lloyd-Jones

Principal

### School contact details

West Ryde Public School

Endeavour St

West Ryde, 2114

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

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

9874 2515

## School background

### School vision statement

West Ryde Public School is committed to providing a happy, caring environment where children achieve their full potential through an inclusive and challenging curriculum.

We believe that by working in partnership with our school community in a purposeful way we will be able to provide opportunities for every student to develop as responsible global citizens ready to shape positive futures for themselves and others.

We are Safe, Respectful, Learners.

### School context

West Ryde Public School is a positive community centred school in which not only is academic excellence valued and pursued but also the development of healthy relationships, acceptance and tolerance. This statement is effectively demonstrated by the way in which all students learn harmoniously alongside each other. This is a significant feature of the school culture.

West Ryde Public School has 622 students with approx. 88% being from a non-English speaking background and 1% of students from an Aboriginal background and is committed to promoting its cultural and linguistic diversity.

The school has a strong sense of community and is supported by parents and the wider community who work as a team to further enrich school programs and resources. This strong sense of community is reflected in the involvement of parents in the P&C as well as committees that support orchestra, canteen and the uniform shop.

Our partnership with the Marsden Learning Alliance, our community of schools, provides professional learning opportunities to enhance teaching and learning practices.

The staff of West Ryde Public School would like to acknowledge the Wallumettagal people who are the traditional custodians of the land upon which West Ryde Public School is located.

## 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.

### LEARNING

As a 'Positive Behaviour for Learning' (PBL) school, West Ryde Public School is mindful of the wellbeing of students. West Ryde Public School has a highly effective Learning Support Team. This team is integral to the school's operation; coordinating, developing, implementing, monitoring and evaluating educational programs, ensuring that all students'

needs are catered for.

Reading Recovery exists to support those students who have completed one year of schooling and are not meeting grade outcomes in Literacy. Significant gains can be attributed to the intervention of this program.

## **TEACHING**

In 2017, West Ryde PS (WRPS) went through considerable change with yet another large Kindergarten enrolment. This necessitated the creation of a Deputy Principal position and the welcoming of a number of new teachers – targeted graduate Miss Natalie Dowswell; Mr Samuel James (Guyra Central) and Mr Anthony Maggs (Lansvale PS). The teaching team is increasingly made up of new and early career teachers which is making a WRPS a very dynamic school which is rich in 21stC skills.

The school leadership team monitor and evaluate individual teacher's professional development requirements to determine where support and training are required. Overviews are developed for staff with professional development matched to school priorities and teacher strengths, resulting in greater opportunities for staff to provide the best learning experience for students.

## **LEADING**

West Ryde Public School staff take on leadership roles in professional and community networks and support the involvement of colleagues in external learning opportunities. The continuation of the Marsden Learning Alliance partnership is strong and has continued to provide opportunities for staff to lead and develop others both within and outside of the school.

Our rigorous 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:

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

## Strategic Direction 1

### Strong Foundations

#### Purpose

To develop our students for the 21st Century as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic excellence.

Each student regardless of their background and ability must be provided with the conditions to learn so that they can succeed.

This will be achieved through the development and implementation of a high quality curriculum and assessment designed to increase each student's future global skills and meet their individual learning needs.

#### Overall summary of progress

Once again this year the focus was on making sure that students and teachers are working in tandem to develop their skills and expertise in the foundation subjects. The latter part of the year focussed on the development of the 2018–2020 plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent use of Literacy and Numeracy continuums to ensure CTJ and QT.	Executive teacher review	Consistent CTJ and QT practices are happening across the school.  CTJ is done across the school.
All students at or above National minimum standard in Literacy and Numeracy.	NAPLAN review by whole staff	NAPLAN results in 2017 were down against 2016 results. A small number of students did not achieve the national minimum standard.
All classroom teachers share and explicitly embed 21stC skills in classroom practice.		Teachers increasingly use Google Drive and Google classroom to collaborate and communicate with teachers and students.
Roll out of BYOD program to Year 3&4 classes.	Equity iPads bought and distributed \$2000	The BYOD program was rolled out in Year 4 with plans to roll out to Year 3 in 2018.

#### Next Steps

In 2018; we welcome the beginning of the new 2018–2020 school management cycle. The new Strategic Direction #1 – 'Successful Global Learners' will focus on developing our students to become resilient, self motivated learners who can communicate their creative and critical thinking.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To build a culture among staff of innovation and best practice through developing leadership capacity, quality informed professional learning and collegiality.

Every student has the right to a differentiated and challenging relevant curriculum, with a focus on developing individual strengths, a love of learning and the capacity to achieve.

#### Overall summary of progress

In 2017, quality teaching was delivered by all teachers throughout the school. Teachers took part in systematic professional development in order to best cater for the unique needs of the students of West Ryde PS. The latter part of the year focussed on the development of the 2018–2020 school management plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are achieving stage and year level outcomes of the Australia Curriculum/NSW Syllabus.	NAPLAN review by whole staff	NAPLAN results were disappointing in 2017. A small percentage of students are working below stage and grade level.
All teachers demonstrate BOSTES syllabus requirements and the professional standards for teachers as evidenced by class programs.	Executive review of all teaching and learning programs.	All teachers at West Ryde PS have demonstrated their understanding of the professional standards. This is evidenced in their programs.
Review of each teacher's class documents demonstrates consistency in the delivery of quality pedagogy which targets specific aspects of learning.	Executive review	Teacher programs and documents were routinely checked and do demonstrate a consistent approach to teaching and learning programs.

#### Next Steps

The new 2018–2020 school management cycle includes the new Strategic Direction #2 – 'Excellence in Professional Practice' has the goal of developing a staff culture of reflective practitioners who are committed to delivering engaging and evidence based learning experiences.

## Strategic Direction 3

### Wellbeing

#### Purpose

To work across the school community to enhance and maintain a positive culture and set of values based on our three expectations: We are Safe, Respectful, Learners.

Our approach will engage parents and the broader school community to actively participate in supporting and reinforcing the core values of PBEL.

#### Overall summary of progress

The wellbeing of all students is paramount and is at the forefront of all decision-making at West Ryde PS. All students feel supported and their needs are being met by the teachers and support staff. Second semester focussed on the development of the 2018–2020 school management plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maintain high levels of student, staff and parent satisfaction with school learning and culture.	Executive staff review	The student and parent satisfaction has improved in the last year. We have plans in place to improve further in 2018.
Use of EBs4 and Sentral to track student behaviour and welfare.	Deputy Principal review	Sentral was used to track all welfare and behaviour. There was a drop in the number of students with behavioural issues.
Develop a shared language for describing expectations.	Deputy Principal review	'Safe / Respectful / Learners' are used throughout the school and is the cornerstone of our PBEL program at West Ryde PS.
Update of Welfare and PBEL policies and programs which reflect positive school culture.	Deputy Principal review	An annual review and update of the PBEL program was completed. Changes were made and communicated to staff.
Analysis of SENTRAL and EBs4 data to indicate number of negative referrals.	Deputy Principal review	The number of serious negative referrals for behaviour was down on figures from 2016. However the number of referrals for small infractions rose.

#### Next Steps

The new Strategic Direction #3 – 'Positive Community Engagement' will endeavour to build a positive school community that works in partnership to maximise student outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	School Chaplain School Counsellor \$1341.00	Two children identify as Aboriginal or Torres Strait islanders. Their funding is used to provide resources and give equal access to all learning opportunities.
<b>English language proficiency</b>	Staffing allocation 3.5 FTE NAP& EAL/D funding \$ 12000 \$24033.00 used to purchase additional 0.2 ESL support.	West Ryde Public School embraces the cultural and linguistic diversity of the school community. Students who are learning English an Additional Language or Dialect (EAL/D) are provided with appropriate, needs-based support to develop their English language and literacy skills so that they are able to participate fully in school activities and achieve equitable educational outcomes. Overall, 88% of students at West Ryde Public School come from a language background other than English. These students represent a total of 52 different language groups. West Ryde Public School provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. In 2016, there has been funding for three full time and one part time EAL/D teachers working a total of 18 days (or 3.6 loading) to provide this program. Subsequently, class teachers are also supported by EAL/D staff in meeting the learning needs of these students. Students, whose English language skills are developing, receive the necessary support from EAL/D teachers through targeted programs which are delivered in a team-teaching arrangement within the classroom and/or in a withdrawal capacity.
<b>Low level adjustment for disability</b>	Last team School Counsellor Learning Support Team \$16258.00 additional hours Learning and Support teacher	The LaST role actioned early intervention support for all identified students either in developing individual learning plans, individual behaviour plans, accommodations in differentiating the program, liaise with inter-agency support including School Counsellor and early identification of preschool into primary school programs. This is kept in a confidential database which is updated and monitored against student learning. The LaST team coordinates the teacher's aides programs up skilling and differentiating the student's individual needs.
<b>Socio-economic background</b>	LaST team \$7690	Upskilling of SLSO to be trainer for Multi Lit Reading program to train parents in 2016. Supporting student initiatives to ensure equitable access to curriculum outcomes and resources.
<b>Support for beginning teachers</b>	\$13,377 per annum; per teacher	Our beginning teachers at West Ryde Public School have been provided with many opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices. Support for beginning teachers through us of learning

<p><b>Support for beginning teachers</b></p>	<p>\$13,377 per annum; per teacher</p>	<p>funds under the Great Teaching, Inspired Learning initiative for permanent beginning teachers, ensuring opportunities for teacher development are initiated by the school. These funds have provided access to targeted external professional learning, in school support, mentoring and additional opportunities for reflection and peer feedback using the Australian Professional Standards for Teachers and the Quality Teaching framework. Our whole school Quality Teaching initiative has given our beginning teachers access to a range of quality strategies, skills and resources, also promoting their ability to reflect and refine their own practice. These skills have been further refined with many beginning teachers completing their Accreditation at Proficient teacher level in 2017. Further to this professional learning beginning teachers set goals of expectation against the teacher accreditation standards, were involved in mentoring, off site professional learning courses, team teaching opportunities and focussed learning on beginning teacher Doe expectations. Each teacher had a plan developed and began collecting evidence towards their Accreditation at Proficient teacher level.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	194	230	271	314
Girls	197	238	267	290

The 2017 academic year has seen yet another increase in the overall numbers of students at West Ryde PS. This upward trend is similar to all the other schools within the Marsden Learning Alliance (MLA).

This school has seen a 35% increase in overall enrolments since the beginning of 2014 school year. At West Ryde 52% of the student enrolment are boys. This is consistent with previous years.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.2	95.9	95.1
1	96.3	94	95	95.7
2	95.8	96.4	95.8	95.9
3	97.8	95.3	96.4	95.8
4	96.8	96.3	95.4	96.6
5	97.3	95.9	97.1	94.9
6	97.8	95.1	96	94.6
All Years	96.7	95.4	95.9	95.6
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

Attendance at West Ryde PS has consistently remained above the State DOE averages over many years. Students at West Ryde have families which live throughout the world; as a result students often apply

for leave to visit family and friends in many overseas destinations. These leave applications are often centred around religious holidays and world renowned cultural festivals. This is well managed at a school level but does impact negatively on our overall attendance figures.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.63
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher of ESL	3.8
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	2

\*Full Time Equivalent

There are no teachers who identify as Aboriginal or have Torres Strait Islander backgrounds.

### 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

All teachers participated in a wide variety of professional learning opportunities centred around 21stC skill development; English, Mathematics and Projected based learning. West Ryde PS ensures that all beginning teachers are allocated a mentor and time in the timetable to reflect on their learning in the first two years of their careers. This has seen an

increase in the cohesion of the staff and has created a staff who are well informed and highly collaborative.

A number of teachers completed and are working towards accreditation as 'proficient' teachers with NSW Educational Standards Authority (NESA). In 2018 the focus for interested staff members is to work towards becoming accredited at 'highly proficient' and 'lead' levels.

## 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 (\$)
<b>Opening Balance</b>	143,626
<b>Revenue</b>	5,345,810
Appropriation	4,980,613
Sale of Goods and Services	28,182
Grants and Contributions	332,445
Gain and Loss	0
Other Revenue	0
Investment Income	4,570
<b>Expenses</b>	-5,161,759
Recurrent Expenses	-5,161,759
Employee Related	-4,651,142
Operating Expenses	-510,618
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	184,051
<b>Balance Carried Forward</b>	327,677

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	4,076,200
Base Per Capita	82,221
Base Location	0
Other Base	3,993,980
<b>Equity Total</b>	475,052
Equity Aboriginal	1,327
Equity Socio economic	9,539
Equity Language	398,404
Equity Disability	65,781
<b>Targeted Total</b>	18,963
<b>Other Total</b>	289,878
<b>Grand Total</b>	4,860,093

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.

### Year 3 – English Results

**Grammar and Punctuation:** The average grammar and punctuation mark was 498.3; compared with the stage average of 444.3. This resulted in 77.6% of students achieving in the top two bands, compared to the state average of 42.0%.

**Reading:** The average reading mark was 475.6; compared with the stage average of 436.5. This resulted in 80.7% of students achieving in the top two bands, compared to the state average of 51.8%.

**Spelling:** The average spelling mark was 487.5; compared with the stage average of 426.6. This resulted in 83.5% of students achieving in the top two bands, compared to the state average of 52.7%.

**Writing:** The average writing mark was 447.2; compared with the stage average of 421.2. This resulted in 78.2% of students achieving in the top two bands,

compared to the state average of 53.2%.

### Year 5 – English Results

**Grammar and Punctuation:** The average grammar and punctuation mark was 561.6; compared with the stage average of 506.3. This resulted in 66.6% of students achieving in the top two bands, compared to the state average of 36.2%.

**Reading:** The average reading mark was 550.0; compared with the stage average of 508.5. This resulted in 62.5% of students achieving in the top two bands, compared to the state average of 39.7%.

**Spelling:** The average spelling mark was 550.9; compared with the stage average of 507.9. This resulted in 61.4% of students achieving in the top two bands, compared to the state average of 38.2%.

**Writing:** The average writing mark was 495.2; compared with the stage average of 477.9. This resulted in 62.5% of students achieving in the top three bands, compared to the state average of 48.1%.

#### Percentage in Bands:

##### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	2.4	3.5	7.1	9.4	20.0	57.7
School avg 2015-2017	0.8	1.6	6.6	11.4	17.7	61.9

#### Percentage in Bands:

##### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	3.5	2.4	8.2	15.3	18.8	51.8
School avg 2015-2017	1.6	2.1	7.8	8.5	25.2	54.8

#### Percentage in Bands:

##### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	1.2	5.9	9.4	28.2	55.3
School avg 2015-2017	0.0	1.7	3.9	11.6	26.8	56.1

#### Percentage in Bands:

##### Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	1.2	1.2	8.2	20.0	38.8	30.6
School avg 2015-2017	0.4	0.8	5.9	13.5	47.4	32.0

#### Percentage in Bands:

##### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	1.8	5.3	8.8	17.5	17.5	49.1
School avg 2015-2017	0.6	3.2	9.1	23.4	25.0	38.7

#### Percentage in Bands:

##### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	3.6	5.4	3.6	25.0	28.6	33.9
School avg 2015-2017	2.7	3.9	9.0	27.1	26.9	30.4

#### Percentage in Bands:

##### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	1.8	7.0	29.8	29.8	31.6
School avg 2015-2017	0.0	2.8	8.0	23.5	29.6	36.1

#### Percentage in Bands:

##### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	1.8	7.1	28.6	35.7	21.4	5.4
School avg 2015-2017	2.1	3.8	24.2	37.0	21.2	11.7

### Year 3 – Mathematics Results

**Numeracy:** The average numeracy mark was 455.5; compared with the stage average of 416.1. This resulted in 81.5% of students achieving in the top three bands, compared to the state average of 70.6%.

**Data, Measurement, Space and Geometry:** The average data, measurement, space and geometry mark was 446.0; compared with the stage average of 412.1. This resulted in 55.9% of students achieving in the top two bands, compared to the state average of 37.0%.

**Number, Patterns and Algebra:** The average number, patterns and algebra mark was 462.1; compared with the stage average of 418.4. This resulted in 65.1% of students achieving in the top two bands, compared to the state average of 43.7%.

### Year 5 – Mathematics Results

**Numeracy:** The average numeracy mark was 528.3; compared with the stage average of 499.6. This resulted in 49.1% of students achieving in the top two bands, compared to the state average of 32.5%.

**Data, Measurement, Space and Geometry:** The average data, measurement, space and geometry mark

was 514.4; compared with the stage average of 497.1.

*Number, Patterns and Algebra:* The average number, patterns and algebra mark was 539.1; compared with the stage average of 500.3.

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

This year the management of the school was surveyed. Parents, students and teachers were surveyed. The was only a small number of parents and carers who took the opportunity to participate in the survey. A large percentage of the staff voluntarily completed the survey.

## Policy requirements

### Aboriginal education

Two students identify as Aboriginal or Torres Strait Islanders at West Ryde PS. Their needs are expertly catered for both socially and academically by our professionally trained teachers. In consultation with families Personal Learning Plans were devised to cater for the needs of these identified students. If Aboriginal or Torres Strait Islanders families request financial assistance it is readily available.

### Multicultural and anti-racism education

The school values all cultures represented in the school. Community languages cater for our three main cultural groups (Chinese, Indian and Korean). The school provides ready access to those parents and community members who require interpreters to easily access school information.

The school celebrates different cultural events throughout the year and encourages involvement from all communities. The school does not tolerate racist beliefs or attitude and our PBEL program promotes harmony and respect of all cultures. The school has a trained anti-racism officer on staff who is continually professionally developed in this area.