

Ryde East Public School Annual Report



2018



4257

Introduction

The Annual Report for **2018** is provided to the community of Ryde East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the Principal

Ryde East Public School has had a year of inspiring and innovative learning. Our school provides outstanding opportunities for students to excel. At Ryde East Public School we pride ourselves on the sense of purpose shared by the school community and the strong partnership that exists between school and home.

We offer a strong and positive values program that encourages and supports all students to succeed.

Our continued focus on the systematic and explicit teaching of literacy and numeracy and on integrating exciting new technologies into everyday classroom practices ensures that Ryde East Public continues to provide the best possible education for K–6 students in our area.

In addition to the regular school curriculum, Ryde East Public School provides several unique programs, which cater for the needs of our students. The school enjoys a strong reputation in creative arts and sports. The school's stated aim is to help children develop to their full potential through the school motto 'Straight Forward'. Ryde East Public School strives to ensure that all children have the confidence to learn by providing positive, caring teaching, through a diverse and integrated curriculum which attempts to cater for a wide range of both students' and society's needs in a pleasant and ordered environment.

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Ryde East Public School enjoys tremendous support from our parent body and local community.

Once again the Parents and Citizens Association of Ryde East have provided exemplary support and resources for our school in 2018.

I would like to sincerely thank Ryde East Public School students, staff and community for their warm welcome and support in my first year as Principal of this wonderful school.

Katrina Verinder

Principal

School background

School vision statement

Our vision at Ryde East Public School is to create a whole-school environment that encourages life-long learners who are equipped with knowledge and skills for a changing world.

We are committed to engaging learners in a respectful, safe and nurturing environment where each student is known, valued and cared for, and strives to achieve their best.

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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' the evidence from the School Excellence Framework indicates that we are currently 'Delivering' with some elements in 'Sustaining and Growing'. The data indicates that there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school's wellbeing approach focuses on creating an effective learning environment and the needs of all students are explicitly addressed in teaching and learning programs. The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Students know when and why assessment is undertaken.

In the domain of 'Teaching' the evidence indicates that we are currently 'Sustaining and Growing'. Teachers collaborate across stage teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. The leadership team comprehensively analyse student progress and achievement data for insights into student learning, and discusses results with the whole staff. We also ensure that teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and areas for development, with planning in place to build capabilities and source teachers with particular expertise to improve students learning outcomes.

In the domain of 'Leading' the evidence indicates that we are currently 'Delivering'. The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet Department of Education requirements, forming a sound basis for students' learning. Our school plan aligns with school and system priorities and ensures responsiveness to emerging needs. The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities.

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

Sustainable Evidence–Based Practices

Purpose

To enhance evidence–based pedagogy through quality teaching practices, creating classroom environments that are student–centred and optimise learning progress for all students across a full range of abilities.

Overall summary of progress

Evidence–based Practices have been delivered through two key initiatives, the first being the Mathematics initiative and the second being Visible Learning. Our focus in 2018 was to provide quality professional learning to all staff to ensure they had a deep understanding of the Mathematics syllabus and the pedagogy underpinning quality teaching practices. This was achieved by engaging in a professional partnership with Anita Chin, an external Mathematics consultant. Anita Chin provided professional learning to staff in the form of demonstration lessons, and whole–staff meetings focussed on mathematics equipment and developing a whole–school scope and sequence. This initiative will continue in 2019 with the introduction of a Deputy Principal Instructional Leader position being created at the school to continue to support and mentor staff through the implementation of this key initiative. Anita Chin will also continue to support this program across the school.

In 2018, to begin the Visible Learning initiative, we created a partnership with Gladesville PS and Mowbray PS. Each school identified key staff to form a team to begin to drive this initiative across the schools. A whole–day professional learning experience was provided to all staff across the three schools through Corwin. As a team we have written a school action plan and will in 2019 begin to collect evidence of where our school is currently aligned in terms of our visible learning practices. Over the next three years the staff will undergo significant professional learning in the areas of: Learning Intentions and Success Criteria, Feedback and the Learning Dispositions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PDP process is linked to the Australian Professional Standards for Teachers to evaluate effective teaching practices and the implementation of quality teaching and learning programs.	\$20 000	All staff have undertaken the process of completing a Professional Development Plan in line with the Performance and Development Framework. All staff have a goal linked to our School Plan 2018–2020 in terms of meeting the professional standards for teachers through the implementation of quality teaching and learning programs. The focus in 2018 has been on mathematics. Staff have an increased understanding of curriculum pedagogy and evidence–based practices to improve student learning outcomes. There is evidence of mentoring and lesson observations throughout the school. Further resources have been purchased to support the implementation of quality teaching and learning in English and mathematics.
Increase the number of students achieving at or above expected growth from 63.5% to 68% in NAPLAN.		Our 2018 NAPLAN results indicate that 66% of students from Year 3 to Year 5 have achieved expected growth in mathematics, which is heading towards our target of increasing this to 68%.
Tell Them From Me survey indicates an 8% increase in student engagement to meet NSW Government Norm.		Student surveys and feedback have been collected in relation to the teaching and learning taking place in mathematics. The students have indicated that the lessons are more engaging because of the use of hands–on materials. The teaching is explicit and the use of Learning Intentions and Success Criteria (LISC) and explicit feedback has provided students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me survey indicates an 8% increase in student engagement to meet NSW Government Norm.		with an opportunity to move their learning forward
Growth in the School Excellence Framework in the Learning Domain: Curriculum and Assessment from 'Delivering' to 'Sustaining and Growing'.	\$20 000	<p>There is evidence across the school of diagnostic assessment data being collected K–6. There are some targeted classes utilising the Literacy and Numeracy Learning progressions to track and monitor student learning outcomes and improvement.</p> <p>A partnership has been created with Mowbray PS and Gladesville PS, along with Corwin to support the implementation of Visible Learning.</p>

Next Steps

Employ a Deputy Principal Instructional Leader to work along side teachers shoulder-to-shoulder to continue to support them through the implementation of the mathematics initiative. Utilise Anita Chin for continued professional learning and demonstration lessons for staff. Hold a parent workshop to assist parents in understanding the new pedagogy of the mathematics syllabus. Continue partnership with Mowbray PS and Gladesville PS in conjunction with Corwin to implement the Visible learning initiative.



Strategic Direction 2

Future Focussed Teaching and Learning

Purpose

To prepare students across all curriculum areas with skills and capabilities to thrive in a rapidly changing and interactive world, engaging a sense of curiosity. Teachers are flexible and select from a range of effective teaching strategies to enable students to be leaders in their learning.

Overall summary of progress

Future Focussed Teaching and Learning has been addressed through two areas: Future Focussed furniture, spaces and resources, and the pedagogy that underpins the skills of Future Focussed Learning. At Ryde East Public School we have introduced a dedicated 'maker space' within the school for STEAM activities and resources. We have currently purchased 19 new interactive panels for the majority of the classrooms and library, and increased the number of laptops across the school. We have also employed a staff member to provide music lessons across the school K–6.

All staff have undertaken professional learning with a Sydney company called 'Sales Force'. Staff were exposed to coding resources and had the ability to unpack the necessary skills students will need to enter the workforce e.g. collaboration, communication, problem-solving skills and global citizenship. Staff have begun to develop units of work to include project-based learning and key enquiry questions through the introduction of the new Geography and History syllabuses. We have formed a partnership with Field of Mars Environmental Education Centre to support the implementation of the new Science syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classrooms and teaching programs have evidence of future focussed learning practices e.g. project-based learning, differentiation, creative and critical thinking skills, collaboration and flexible learning spaces.		Stage 2 and 3 teachers have established co-teaching opportunities in the library with our teacher/librarian, dedicated to research for project-based learning and key enquiry questions. Teaching programs have evidence of project-based learning and differentiation. Staff have undertaken professional learning to implement the new science syllabus and digital technologies. Staff have trialled the STEMshare equipment (a green screen/videoing devices) across the school.
Increase the percentage of teachers by 10% through the Tell Them From Me Survey, who identify clear learning goals for students to use technology to modify or redefine their learning.	\$140 000	With the upgrade of technology across the school e.g. 19 interactive panels, desktops and iPads, all staff undertook professional learning on using the new technology. This professional learning will continue with staff completing the Apple teaching PL and ongoing courses to assist them in effectively integrating and authentically using the technology in their classrooms. Staff are beginning to utilise the technology to modify their lessons.
Growth in the School Excellence Framework: Theme: 'Improvement of Practice' from 'Delivering' to 'Sustaining and growing'.	\$15 000	Staff have continued to undertake a variety of in-school and external targeted professional learning linked to our School Plan 2018–2020 to support the improvement of their teaching practice.

Next Steps

Create a dedicated 'Making Space' within the school to support the implementation of STEAM. Employ a dedicated music teacher to support a K–6 music program across the school. Purchase robotics and technology to support the implementation of the new Science Syllabus to meet the digital technologies outcomes. Provide professional learning to staff through 'Minds wide open' on the area of Critical and Creative Thinking.



Strategic Direction 3

Engagement and Wellbeing

Purpose

Foster a culture of collective responsibility for student learning and wellbeing which is shared by staff, students and parents by implementing evidence-based change to whole school practice which results in measurable improvement. Enhance relationships, communication and engagement of parents to support students to connect, succeed and thrive.

Overall summary of progress

Engagement and Wellbeing has been supported through two main initiatives: Learning and Support/Wellbeing and Positive Behaviour for Learning (PBL). 2018 has seen the consolidation of the implementation of PBL across the school. All staff have been involved in reviewing and refining areas of the program, which has seen the introduction of a reflection process. Weekly focus areas have been introduced and explicit teaching of expectations and behaviour occurs across the school. The behaviour management flowchart was updated and signage was purchased to be located around the school to promote the school values and expectations.

To support the Wellbeing of students, and students with additional support needs, we have allocated \$80 000 in addition to our Departmental allocation to employ dedicated staff to support the students and staff across the school K-6. The Learning and Support Teachers' timetable became flexible to enable them to support students and staff as needed. Personalised Learning and Support plans were developed for specific students in conjunction with all stakeholders and learning adjustments were made in teacher's programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Utilise the Positive Behaviour for Learning (PBL) self assessment survey as base-line data for improvement across the school.		Data has been collected from the classroom and playground to determine the types of behaviours, the frequency and the areas in which these behaviours are occurring. The data collected was utilised to support the implementation of proactive teaching of expectations in each of the areas around the school. Data is continually collected to determine future directions and focus areas.
'Tell Them From Me' and school survey data indicates an increase in student, staff and parent satisfaction with Wellbeing and Community Partnerships.		In 2018 81% of parents indicated that they were satisfied with the level of communication between home and school. The same number of parents also indicated that they regularly attended formal and informal meetings about their child indicating that they were satisfied with the partnership they had with the school. With the increase of staff allocation to the Learning and Support team, this has assisted with student, staff and parent satisfaction with wellbeing across the school.
Students identified on the National Disability Data Collection have adjustments and Personalised Learning and Support Plans (PLaSPs) implemented.	\$80 000	In 2018 we utilised our Learning and Support flexible funding to employ a Learning and Support Teacher for an additional 4 days per week. Through the Learning and Support Team, staff have identified students requiring additional support. These staff members have worked closely with the Learning and Support Teacher to develop Personalised Learning and Support Plans for each student identified. Parents have also been involved

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students identified on the National Disability Data Collection have adjustments and Personalised Learning and Support Plans (PLaSPs) implemented.		in this process. .
Reduce the percentage of negative behaviours (major and minor) recorded on Sentral by 5%.	\$10 000	<p>In 2018 Positive Behaviour for Learning was reviewed in terms of the systems and processes that had been put in place in 2017 (as this was the initial year of implementation). 2018 has seen the introduction of a reflection process and a streamlined flowchart for minor and major negative behaviours.</p> <p>Data is input into Sentral and tracked. Students requiring further support have been discussed at the Learning and Support meeting and interventions have been put in place.</p> <p>Signage has been purchased and displayed around the school to remind students of the core values.</p>

Next Steps

2019 will see a review of our Learning and Support processes and procedures across the school. This review will be undertaken with our school's Learning and Support team, school staff and executive members, in conjunction with the Learning and Support Assistant Principals. Student, Staff and Parent surveys will be undertaken to provide base-line data and future directions. 2019 will see the use of Learning and Support Flexible Funding of \$100 000 to continue to support students, and staff across the school to cater for the needs of all students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1200 Allocated Funding Support	Funds utilised to support the authentic integration of Aboriginal Education through the curriculum.
English language proficiency	0.8 EALD Staffing Allocation – \$85 000 Additional Flexible Funds of \$45 000	EAL/D teachers were utilised equitably across Kindergarten to Year 6 to meet the needs of our EAL/D students. EAL/D support is targeted as individualised support, small group support or in-class support depending on student need. Our EAL/D teacher engaged in professional learning to better understand the needs of our EAL/D students.
Low level adjustment for disability	0.5 Staffing Allocation – \$55 000 Additional Flexible Funds of \$30 000	Funding was used to increase our learning and support teacher allocation as well as the employment of School Learning and Support Officers (SLSO) to support students requiring adjustments, including learning plans and small group work. Students with diagnosed disabilities received additional in-class support that assisted them in achieving learning goals.
Quality Teaching, Successful Students (QTSS)	0.85 Staffing Allocation – \$90 000	Funding was used to support ongoing staff Performance and Development goals, observations, feedback and reflection. Funding is used to support teacher professional learning.
Socio-economic background	Allocated fund of \$10 000	These funds were dedicated to support families who required financial assistance to enable their children to access the same opportunities as all students within our school.
Support for beginning teachers	Allocated Funds \$56 000	Upskilling of beginning teachers through collegial relationship and mentoring. Provision of teacher release for professional learning and mentoring opportunities . These funds also enabled mentors allocated time to work with beginning teachers on identified areas.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	249	254	268	286
Girls	222	231	245	242

Ryde East Public School has continued to maintain a steady increase in enrolments over the past three years. Our location in this residential area, means that we are expected to maintain our current enrolment numbers at present.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.4	96.4	96.1	95.8
1	95.7	94.6	95.8	94.6
2	95.1	96.1	94.4	95.5
3	95.6	95.3	96.2	94.9
4	96.1	95.8	95.7	96
5	94.2	95.9	95.9	95.1
6	94.7	92.8	95.1	94.8
All Years	95.5	95.3	95.6	95.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

It is a legal requirement that students attend school every school day. Student absence requires parents/carers to provide a written explanation. Absences for illness or injury are considered 'sick' while absence for reasons such as special events are recorded as 'leave'. Attendance is closely monitored by classroom teachers. When there are concerns about student attendance, the school executive staff make

contact with parents/carers and discuss strategies that can improve student attendance. Continued non-attendance results in a referral to the Department of Education's Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	21.65
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	3.96
Other Positions	4

*Full Time Equivalent

Ryde East Public School does not have any staff members with an Aboriginal Background working at this school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

In 2018 Ryde East Public School received \$36 000 in Professional Learning Funds. These funds were used to support both internal and external professional learning for all staff, with a focus on building the needs of each child's academic, social and emotional wellbeing. Professional learning sessions were focused on developing teacher expertise in a range of areas, as well as areas identified in the 2018–2020 School Plan. Staff have undertaken mandatory training on CPR, Child Protection and the Code of Conduct, along with a targeted focus on mathematics and visible learning.

These funds have supported the partnership created

with Anita Chin in the area of mathematics and provided staff with allocated time to attend demonstration lessons and participate in mentoring.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	336,459
Revenue	5,738,646
Appropriation	5,342,938
Sale of Goods and Services	680
Grants and Contributions	388,987
Gain and Loss	0
Other Revenue	0
Investment Income	6,041
Expenses	-5,100,880
Recurrent Expenses	-5,100,880
Employee Related	-4,437,942
Operating Expenses	-662,938
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	637,766
Balance Carried Forward	974,225

The majority of the SBAR funding was spent on teacher and administration staff salaries, including additional School Learning and Support Officers and a Learning and Support teacher. Significant funds were spent on Professional Learning for staff and resources to ensure the delivery of quality teaching and learning programs across the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,614,212
Base Per Capita	99,198
Base Location	0
Other Base	3,515,013
Equity Total	207,469
Equity Aboriginal	955
Equity Socio economic	10,148
Equity Language	114,128
Equity Disability	82,238
Targeted Total	49,288
Other Total	989,035
Grand Total	4,860,004

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, our Year 3 and 5 students performed significantly above state average.

Year 3

Grammar and Punctuation: 80% of students achieved proficiency (top two bands) compared to the state average of 51.4%.

Reading: 80% of students achieved proficiency (top two bands) compared to the state average of 54.5%.

Spelling: 85% of students achieved proficiency (top two bands) compared to the state average of 52.7%.

Writing: 82.5% of students achieved proficiency (top two bands) compared to the state average of 52.2%.

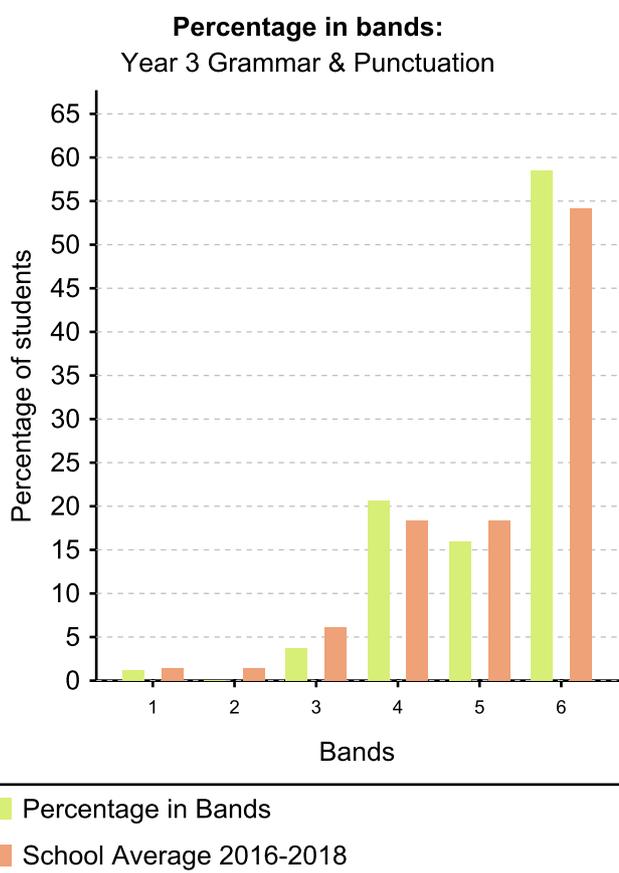
Year 5

Grammar and Punctuation: 61.5% of students achieved proficiency (top two bands) compared to the state average of 36.8%.

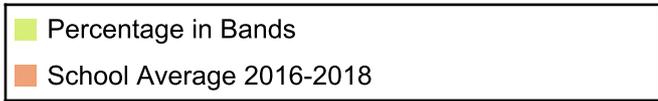
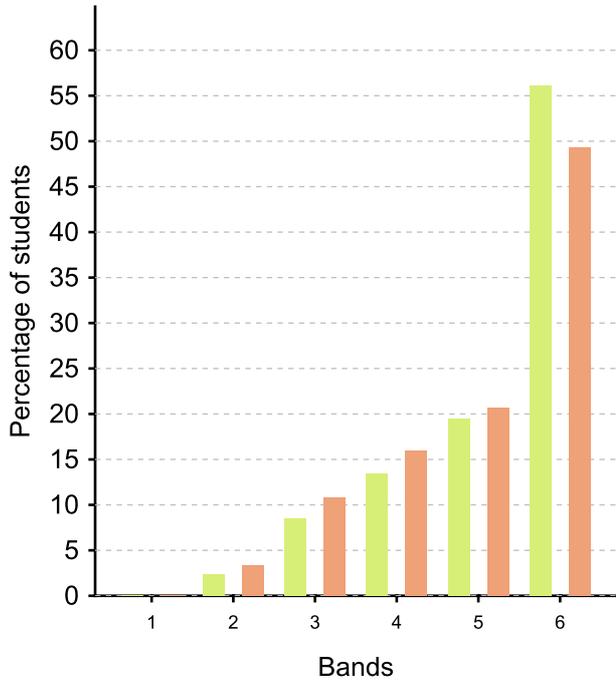
Reading: 57.7% of students achieved proficiency (top two bands) compared to the state average of 36.9%.

Spelling: 46.2% of students achieved proficiency (top two bands) compared to the state average of 36.9%.

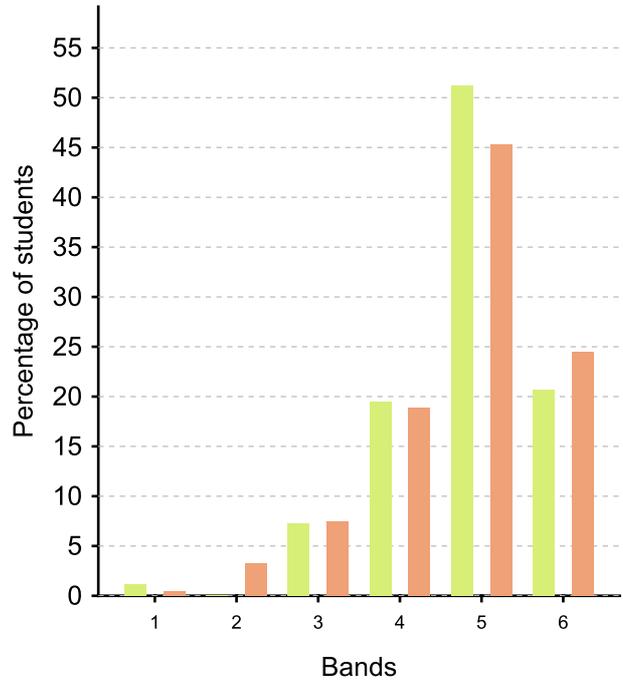
Writing: 26.9% of students achieved proficiency (top two bands) compared to the state average of 17.9%.



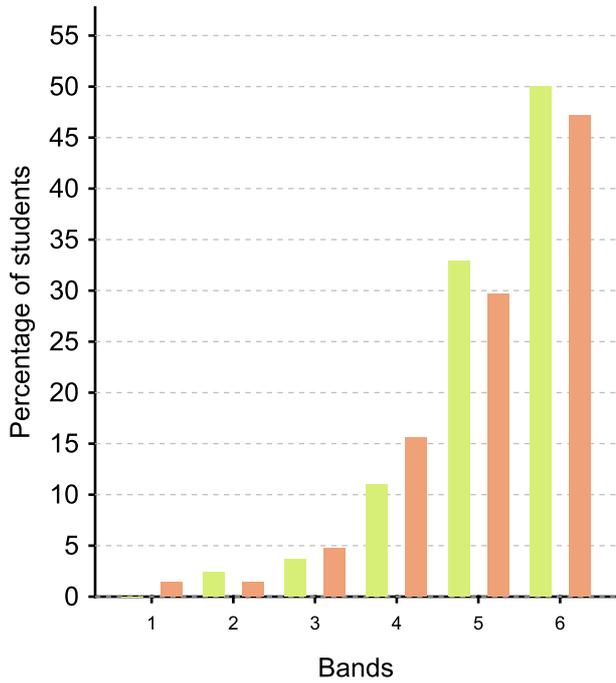
Percentage in bands:
Year 3 Reading



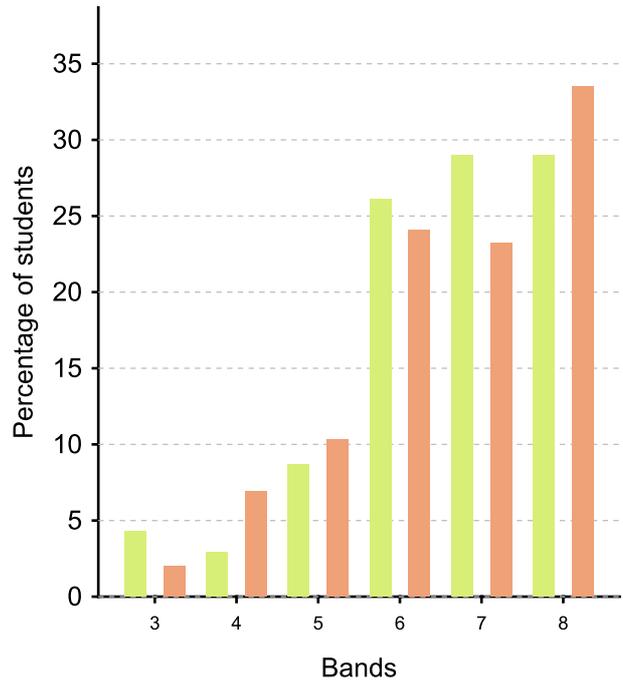
Percentage in bands:
Year 3 Writing



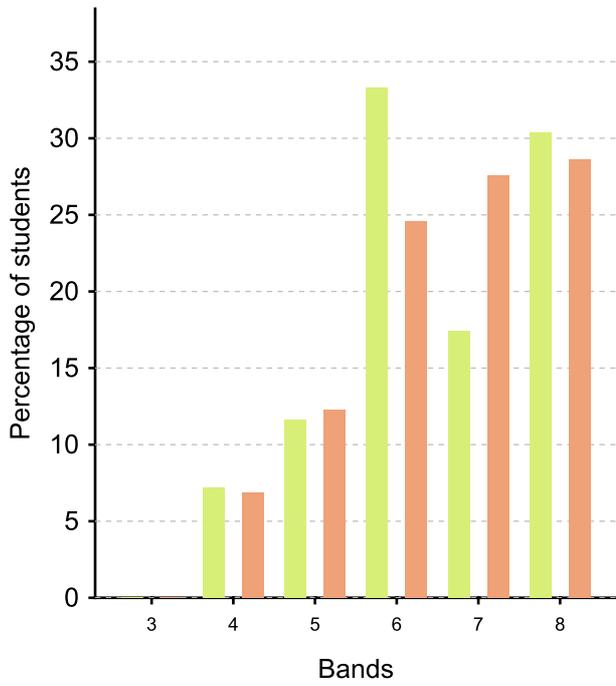
Percentage in bands:
Year 3 Spelling



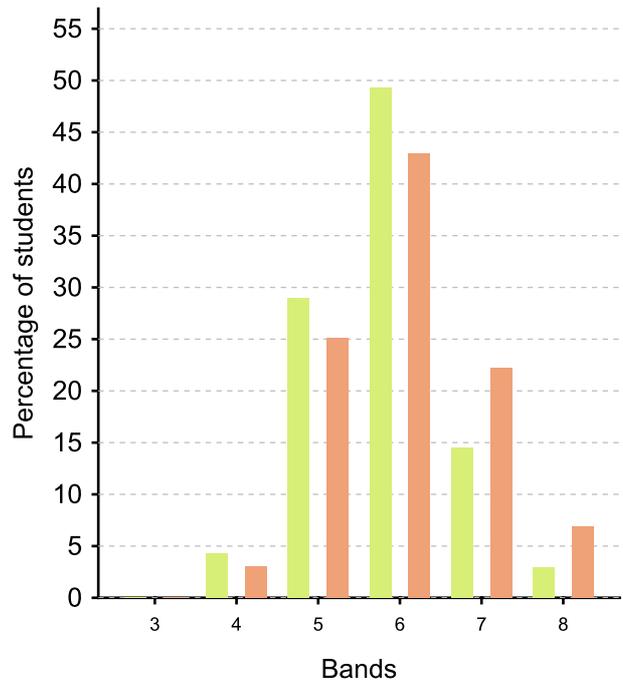
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading

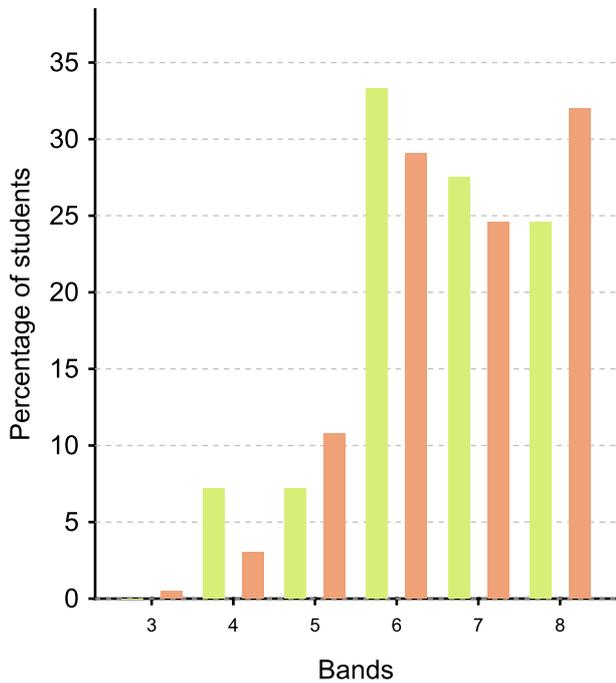


Percentage in bands:
Year 5 Writing



In 2018, our Year 3 and 5 students continued to perform well above state average.

Percentage in bands:
Year 5 Spelling



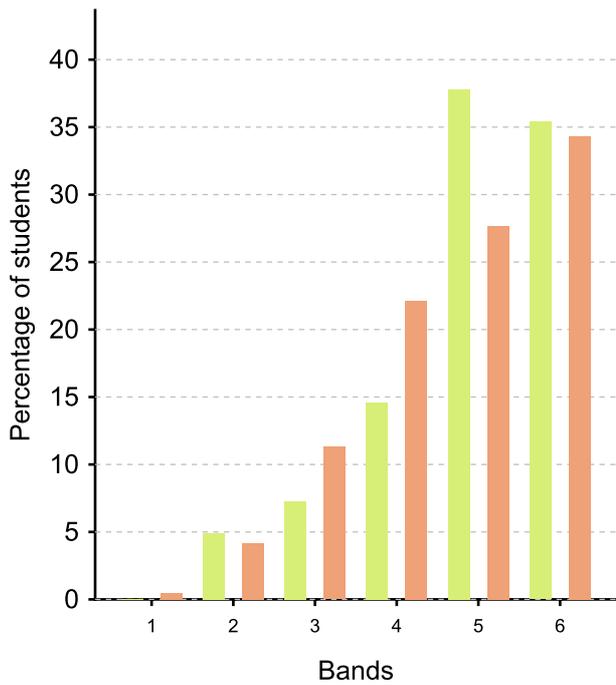
Year 3

Numeracy: 70% of students achieved proficiency (top two bands) compared to the state average of 38%.

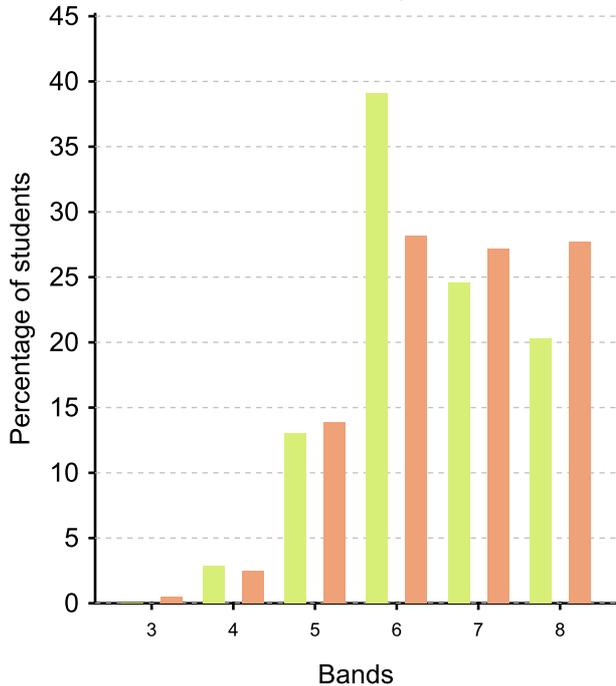
Year 5

Numeracy: 34.6% of students achieved proficiency (top two bands) compared to the state average of 26%.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



their child. Ongoing assessment data is collected throughout the year, as well as student work samples, observations and anecdotal comments.

Parent/caregiver, student, teacher satisfaction

In 2018 Ryde East Public School used the Tell Them From Me (TTFM) survey to seek the opinions of students, parents and staff. Students in Year 4 to 6 completed the survey. The survey results indicated that 75% of students are interested and motivated in their learning. The same number indicated that they feel accepted and valued by their peers and by others in the school. The majority of students believe that teachers hold high expectations for all students to succeed.

With 49 respondents to the TTFM Parent survey, the results indicated that 81% of parents communicate with their child's teacher regularly and attend parent teacher interviews or meetings at school about their child's learning. The majority of our parent community utilise the various communication platforms that we have at school and find them useful. On average, parents believe that the teachers at the school help students who need extra support and that staff take an active role in making sure that all students are included in school activities.

The TTFM Staff survey indicated 88% of staff believe that the school leaders clearly communicate their strategic vision, and values of the school and they are leading improvement and change. Staff work collaboratively across the school, set high expectations for learning and monitor the progress of individual students. Staff are working on providing opportunities for students to use computers to undertake research, present subject matter and develop their skills.

Policy requirements

Aboriginal education

Ryde East Public School follows Department of Education policy, which states that children from NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. Teaching programs reflect the views and aspirations of Aboriginal Australia and provide opportunities for students to gain an appreciation and understanding of the history and culture of Aboriginal and Torres Strait Islander People. As a school we participate in celebrations such as NAIDOC week and protocols such as "Acknowledgement of Country".

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.

All students K–6 receive a Semester 1 and Semester 2 school report which reports to parents the progress of



Multicultural and anti-racism education

Ryde East is a multicultural school with a strong emphasis on harmony and inclusion. We celebrate our difference through events, such as Harmony Day and our active multicultural community. Multiculturalism, inclusivity and respect are core values embedded through teaching and learning programs across the school and promoted through the school's behaviour policy.