

Ryde Public School

2019 Annual Report



3021

Introduction

The Annual Report for 2019 is provided to the community of Ryde Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Ryde Public School is a welcoming and friendly school where parents and community members are valued partners in their child's education. We provide diverse and inclusive educational programs that challenge and inspire all children to take ownership of their learning journey and develop a growth mindset.

School context

Ryde Public School is located in the heart of the city of Ryde. The school is set on large grounds with buildings that reflect the long history of the school. Sandstone buildings and modern classes blend to provide 21st century learning environments. The students at Ryde Public School enjoy a holistic education that provides opportunities in the arts, sport and academics and nurtures social and emotional development.

Increased urban renewal and development in Ryde is supporting the growth in enrolments. The school community is a reflection of the rich cultural diversity of the city of Ryde. The school is proud that many families have their first Australian school experience at Ryde. Over 80% of enrolments are from language backgrounds other than English and over fifty language backgrounds are represented in our school population.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Empowered Learners

Purpose

Ryde Public School creates a culture that empowers life-long learners.

Improvement Measures

- Academic Performance: 25% increase of students achieving higher English and Mathematics outcomes.
- Technology: 100% of students have access to, engagement with and ability to use technology.
- Goal Setting: 100% of students set SMART learning and wellbeing goals in consultation with teachers.
- Community: 10% increase in attendance at Learning Conferences from 2018.

Progress towards achieving improvement measures

Process 1: Academic Performance Initiative

- Implementation of the language from the National Literacy and Numeracy Progressions for consistency in tracking students and differentiating learning.

Evaluation	Funds Expended (Resources)
Implementation of school assessment schedule resulting in assessment related to Learning Progressions being put on hold. All staff completed introductory discussion and exposure to Learning Progressions and utilising the progressions to form learning ladders for students. Staff utilising Learning progressions to assess current achievement. Staff utilising Learning Progressions to inform developmentally appropriate goals.	

Process 2: Technology Initiative

- Development of a whole school technology program to empower students to engage in future focused learning.

Evaluation	Funds Expended (Resources)
CENTRAL displayed in staffroom daily All executive staff using Surface Pro's New set of Bots in use 3D printer operational in Library Projectors in main hall and c block hall replaced and operational.	

Process 3: Goal Setting Initiative

- Implement a whole school approach to embed the language of the National Literacy and Numeracy Learning Progressions in student goal setting.

Evaluation	Funds Expended (Resources)
Goals reflecting the language from the National Literacy and Numeracy Progressions and differentiating learning.	

Process 4: Community Initiative

Progress towards achieving improvement measures

Process 4: • Streamline the ways that parents / carers engage in the school community, by seeking purposeful and frequent opportunities for parental participation.

Evaluation	Funds Expended (Resources)
<p>The ways that parents / carers engage in the school community is streamlined.</p> <p>Regular breakfast clubs provided scheduled social opportunities.</p>	

Strategic Direction 2

Staff Excellence

Purpose

To achieve staff excellence and capacity in teaching and as leaders.

Improvement Measures

100% of staff attend professional learning, and engage and implement this into their professional practise.

Participation in capacity building opportunities by all staff.

Teaching programs reflect school scope and sequence with evidence of curriculum knowledge.

100% of staff are participating in quality mentoring.

Overall summary of progress

All staff participate in professional learning and there are opportunities to disseminate and collaborate with peers to improve practice. Teachers are provided with this sharing platform within the professional learning schedule and school based Teacher Learning Communities. This has built capacity for teachers to lead. All staff are linked to a mentor within Teacher Learning Communities and this has resulted in teachers gaining deep learning about formative assessment and classroom practice has been enriched. Teaching programs reflect school scope and sequence with evidence of curriculum knowledge as a result of a commitment to whole school development of programming processes.

Progress towards achieving improvement measures

Process 1: Professional Development

All staff lead and/or engage with quality professional learning.

Evaluation	Funds Expended (Resources)
DP attending Network meetings and driving learning in Network	
Induction improvement continuous	
TLC impact positive impact on staff and student learning	

Process 2: Leadership Development

- Build leadership capacity across all staff
- Executive and aspiring leaders participate in capacity development programs

Evaluation	Funds Expended (Resources)
Executive and aspiring leaders participate in internal and external capacity development programs	Full day release for all executive staff. Off campus conference venue.
EPAC training complete Principal and DP's.	
Quality professional learning provided for new Executive team	

Process 3: Curriculum (CTJ & Reporting)

- Knowledge and understanding of all syllabus documents
- Revise and review scope and sequence of all learning areas.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Scope and sequence curriculum teams explain syllabus links.

Scope and sequences complete and communicated providing staff with knowledge and understanding of all syllabus documents

Review staff expertise/confidence to deliver curriculum.

Strategic Direction 3

Wellbeing for all

Purpose

Wellbeing is intrinsically linked to the learning of all students. Building relationships and working constructively to support wellbeing for all (students, teachers and community).

Improvement Measures

Actively develop the wellbeing of all stakeholders.

- DATA = Increase/ growth/ improvement in satisfaction from parents, students and staff in the wellbeing and engagement domains in Tell Them From Me Survey (TTFM) 5% improvement
- SEESAW = 85% of parents/guardians are actively engaged in online learning forums
- SENTRAL = 100% of student tracking is online for LaST, Welfare/Behaviour and Attendance

Progress towards achieving improvement measures

Process 1: Implementation of explicit 'Circle Time' lessons (Bounce Back & Restorative Justice)

Refine and implement comprehensive and whole school practices to support wellbeing and engagement in learning. Staff professional learning.

Evaluation	Funds Expended (Resources)
Buddy programs for Kinder established	

Process 2: Review and implement PBL process for staff, students and parents/guardians

PBL team, review (Sentral), student and Staff wellbeing. Implement procedures and programs to ensure consistency of school wide expectations and create optimum conditions for teaching and learning.

Evaluation	Funds Expended (Resources)
TTFM survey reviewed and enhancement to the process considered. Well-being survey complete	* Time to implement and review TTFM survey * Time to compile and analyse wellbeing survey

Process 3: Strengthening Community Relationships

Using Seesaw, ENews, email and School Website platforms for increased community engagement.

Evaluation	Funds Expended (Resources)
Using Seesaw, ENews, email and School Website platforms increased community engagement. Feedback enacted and a commitment by leaders to continue to strengthen community relationships by reflecting on focus group discussions.	* Time to set up and coordinate groups * Ongoing training and feedback of tour leaders.

Next Steps

Multi-cultural Festival was well supported and was embraced by the community as demonstration of the welcoming spirit inherent in the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,650.00 Funding was used to release staff to write PLP's and Learning Support Teacher and meet with parents and carers. Literacy support facilitated by AECG for all aboriginal students.	Personalised Learning Plans support the academic, social and cultural learning of all Indigenous students. Whole school participation in Reconciliation Week. Aboriginal perspectives are embedded in concept based curriculum to provide authentic learning experiences.
English language proficiency	\$25,000.00 Employ language support teacher Support new students coming into the school with limited English Literacy program in classroom literacy groups. Oral language program in early years	Staff are confident to identify EAL/D progressions and setting goals for students
Low level adjustment for disability	\$23,000.00 Support additional student need in the mainstream students not receiving funding allocation. To work in classes with students across stages in literacy and numeracy blocks Employ an LS teacher 2 days per week	Personalised Learning Plans and support programs in consultation with families. Regular Learning goals discussions established. Teachers developed appropriate strategies to support students with additional needs. Appropriate adjustments implemented and evaluated. Review individual adjustments and progress in Learning and Support meetings. Additional in class support timetabled.
Quality Teaching, Successful Students (QTSS)	\$23,000.00 Internal Professional learning to develop Personalised Learning Plans Teachers receive intensive support on needs basis aligned to studnet's PLP and design of appropriate teaching and learning intervention. Teachers released regularly to conference with the leadership team to work on professional learning plans. Ongoing	Personalised Learning Plans and support programs in consultation with families. Teachers developed appropriate strategies to support students with additional needs. Appropriate adjustments implemented and evaluated. Review individual adjustments and progress in Learning and Support meetings. Additional in class support timetabled.
Socio-economic background	\$0	Students identified through learning support team.

Socio-economic background	<p>Volunteer teachers social skill training and wellbeing sensitive check ins.</p> <p>Provision of hampers</p> <p>Breakfast Club</p>	<p>Community volunteer trained teachers program and local community mentoring program.</p> <p>.Social skills group with Chaplain</p> <p>50% students attending Breakfast Club were reported to be more engaged in class on those occasions.</p>
Support for beginning teachers	<p>\$55,000.00</p> <p>Professional learning for beginning teachers, early career teacher</p> <p>and experienced teacher across the school.</p> <p>Additional Beginning teachers release to work on individual projects with leadership team teachers .</p>	<p>Induction program, early Term 1.</p> <p>Timetabled mentoring sessions allocated.</p> <p>Expert teachers allocated to support staff.</p> <p>Demonstration lessons in beginning teacher's classrooms and observation opportunities.</p> <p>Differentiated professional development reflective of experience.</p>
Targeted student support for refugees and new arrivals	<p>\$2,406.00</p> <p>NAP teacher one to one program for EALD support 4 hours across the week</p>	<p>New Arrival Program provides intensive English instruction and support for individual students.</p> <p>SLSO support for students experiencing difficulty settling in.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	313	329	346	326
Girls	232	255	274	276

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	93.6	94	94.3
1	96.3	95.8	94.8	95.3
2	93.2	95.8	95.5	95.3
3	96	94	95.4	95.1
4	94	95	95.3	95.5
5	95.7	94.5	96.9	96.3
6	93.2	93.6	93.3	96.3
All Years	94.9	94.6	95	95.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	1
Classroom Teacher(s)	23.68
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	2
School Administration and Support Staff	8.06
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with

school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,423,901
Revenue	7,030,469
Appropriation	6,484,704
Sale of Goods and Services	-2,167
Grants and contributions	527,641
Investment income	10,571
Other revenue	9,720
Expenses	-7,407,828
Employee related	-6,360,775
Operating expenses	-1,047,054
Surplus / deficit for the year	-377,360

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,007,081
Equity Total	581,306
Equity - Aboriginal	2,706
Equity - Socio-economic	19,193
Equity - Language	348,818
Equity - Disability	210,589
Base Total	3,944,823
Base - Per Capita	152,773
Base - Location	0
Base - Other	3,792,050
Other Total	742,455
Grand Total	6,275,664

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me – Student Surveys

TTFM Data

232 Students participated.

- Social Engagement: Positive sense of belonging is 5% below NSW Gov Norm. (Area for improvement?), Positive relationships align with NSW Gov Norm 84%.
- Institutional Engagement: positive behaviour at school well above NSW Gov norms at 90%, value of school outcomes 4% lower than NSW Gov Norms .
- Intellectual Engagement: We are 2% above NSW Gov Norms for students who are interested and motivated and 2% above NSW Gov Norms for Quality Instruction is a reflection of quality teaching and lesson delivery.
- Early Signs of Disengagement: We are well below NSW Gov Norms in both year 5 and 6 which is good but there can be some improvements in Year 4 as we are 4% above NSW Gov Norms. How can we identify students with early signs of disengagement? Is it because they have low literacy and numeracy skills? Suffer from anxiety etc.

Future Directions to Address the needs of disengaged students: students with early signs of disengagement examine academic, social emotional factors

2018–2019 Comparisons:

- Social and Emotional Outcomes: Sense of Belonging and Positive relationships has improved by 2% from last year. Positive behaviour at school is above NSW Gov Norms but is down 3% from last year. Interest and Motivation has improved by 3% and is above NSW Gov Norms.
- Drivers for student Outcomes: Has stayed consistent in 2018 and 2019.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.