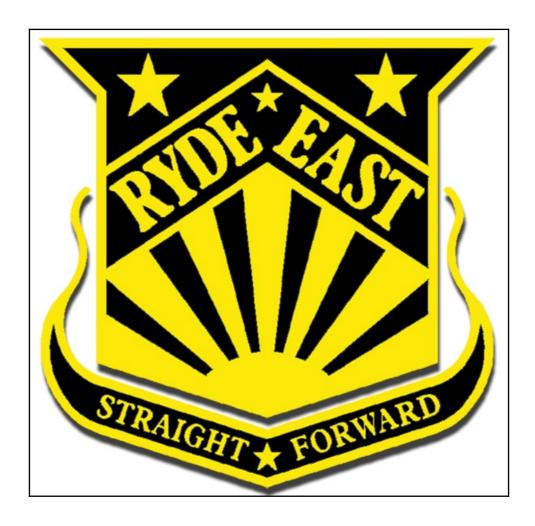# Ryde East Public School

2019 Annual Report

4257

Introduction

The Annual Report for 2019 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

Ryde East Public School

12 Twin Rd

North Ryde, 2113

www.rydeeast-p.schools.nsw.edu.au

rydeeast-p.school@det.nsw.edu.au

9878 3681

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

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 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.

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/school–excellence

Self-assessment using the School Excellence Framework

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

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.

Improvement Measures

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.

Increase the number of students achieving at or above expected growth from 63.5% to 68% in NAPLAN.

Tell Them From Me survey indicates an 8% increase in student engagement to meet NSW Government Norm.

Growth in the School Excellence Framework in the Learning Domain: Curriculum and Assessment from 'Delivering' to 'Sustaining and Growing'.

Progress towards achieving improvement measures

Process 1: Collaborative practices are utilised to deliver the mathematics curriculum through evidence–based, innovative pedagogy to improve student learning outcomes and engagement.

Evaluation	Funds Expended (Resources)
An Instructional leader was employed to mentor staff K–6 in the area of mathematics. As a result of this, target staff and classes were chosen across the school, these classes/teachers participated in the planning and teaching of mathematics lessons with a focus on 'hands–on', differentiated activities. Lessons were modelled on the Anita Chin professional Learning that had been undertaken previously. Staff utilised the PLAN2 software to identify where students were working on the continuum and to plan for where to next in their learning. A whole school scope and sequence for mathematics has been developed and has been trialled this year. Modifications will need to be made when we have composite classes as this has been organised into year –based content. A Maths leadership team was formed and they undertook the Building Blocks in Numeracy professional learning and a whole–day course with Anita Chin in sustaining practices across the school. Communication meetings incorporated a 'Maths Flash' to enable staff to quickly share a resource or maths activity with the whole staff each week. Staff identified a goal in their PDP linked to the implementation of this project, which was supporting through their AP and stage teams. Sustainable practices need to be discussed with staff turnover and leadership of the project moving into 2020.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($93483.00)

Process 2: Visible Learning strategies are clearly evident in all teaching environments to ensure optimal conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
All staff have engaged in professional learning through Corwin, to understand the principals of John Hattie's research around Visible Learning. Ryde East PS formed a partnership with Mowbray PS and Corwin to undertake this	**Funding Sources:** • Professional Learning ($30000.00)

Progress towards achieving improvement measures

three year journey.

A leadership team comprised of the executive staff and two teachers nominated as Impact Coaches has been developed to lead this initiative across the school.

Initial data was collected to determine the level of understanding of Visible Learning by the staff, students and parents. The school undertook an evidence gathering process of interviews. surveys, walthroughs and focus groups to gather this data. Analysis of the data showed that all students were not able to clearly articulate their learning goals or have an understanding about 'what makes a good learner' (learning dispositions). Survey data indicated we did not have a consistent understanding across the school staff of what the elements of Visible leaning were or how to effectively implement this.

Whole–staff professional learning was undertaken with the direction to implement Learning Dispositions across the school K–6. Feedback was sought from all staff and then a school–based team decided upon the final 5 dispositions and developed lessons to support the implementation across the school.

Next Steps

Mathematics – Stage APs and the Mathematics Leadership Team to support sustainable practices across the school. Plan to upskill new staff in 2020 and look at integrating this with Visible Learning project. Complete a stocktake of resources and order any resources needed. Ensure that the communication meetings continue to have the 'Maths Flash on the agenda.

Visible Learning – Implement the lessons and whole–school practices in the Learning Dispositions. Undertake further professional learning and link Learning Intentions and Success Criteria (LISC) to mathematics initially.

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.

Improvement Measures

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.

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.

Growth in the School Excellence Framework: Theme: 'Improvement of Practice' from 'Delivering' to 'Sustaining and growing'.

Progress towards achieving improvement measures

Process 1:   All staff engage in professional learning on future focussed pedagogy to develop a comprehensive understanding of learning modes and dispositions, to engage students to be life–long learners.

Evaluation	Funds Expended (Resources)
Staff have undertaken professional learning through 'Visible Learning' in the area of Learning Dispositions. The five learning dispositions have been identified as: adaptable, risk–taking, self–motivated, communication and perseverance. The learning dispositions have been introduced to the students to support them in understanding the traits that learners need to be successful. These learning dispositions are reinforced on the playground and in all learning spaces. Merit awards have been linked to the dispositions.	**Funding Sources:** • Professional Learning ($10000.00)

Process 2:   Staff have the knowledge and strategies to implement project–based learning effectively with an emphasis on STEM to engage students in rich and authentic leaning experiences.

Evaluation	Funds Expended (Resources)
Stage 3 undertook a partnership with Ryde Secondary Collage and Macquarie University to engage students from both schools in a mentoring program related to developing a science unit of work in 'Earth and Space'. Two staff members from Ryde East PS attended Professional learning at Macquarie University to work collaboratively with staff to develop a unit of work that was implemented by students at Ryde East. Students designed experiments related to natural disasters. They carried out the experiment, recorded their findings, made a video about their findings and then presented this work at Macquarie University Open Day. Ryde Secondary Year 10 students mentored our Stage 3 students through this process by working with them to develop their scientific investigation skills. Stage 3 staff and classes undertook team teaching opportunities with our teacher librarian in the area of History. They developed project–based learning opportunities and utilised key inquiry questions to investigate topics. Students worked collaboratively throughout these projects. Executive Staff created a partnership with CSIRO personnel to work with staff and students in developing a plan to enhance out technological skills. This is an on going project.	**Funding Sources:** • Professional Learning ($2000.00) • Teaching and Learning Resources ($3000.00)

Next Steps

Support the whole–school implementation of collaborative teaching with the teacher librarian to support project–based learning.

Continue to develop partnerships with external companies and parents to support student learning across the school.

Continue the implementation of the Learning Dispositions.

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.

Improvement Measures

Utilise the Positive Behaviour for Learning (PBL) self assessment survey as base–line data for improvement across the school.

'Tell Them From Me' and school survey data indicates an increase in student, staff and parent satisfaction with Wellbeing and Community Partnerships.

Students identified on the National Disability Data Collection have adjustments and Personalised Learning and Support Plans (PLaSPs) implemented.

Reduce the percentage of negative behaviours (major and minor) recorded on Sentral by 5%.

Progress towards achieving improvement measures

Process 1:   Engage our school community through effective communication, parent forums and workshops, transition programs, visible leadership and community events.

Evaluation	Funds Expended (Resources)
A communication survey indicated that parents preferred to receive the majority of communication through the School App. They also read the principal's report in the school newsletter and used the school website for notes more than anything else. A communication strategy was developed to inform parents and staff of where and how to receive/distribute all communication/information. The majority of the parent community have the App downloaded and use this as their main point of communication. A Facebook page was created to promote school initiatives and student achievements/accomplishments. The school website was transitioned to the Department's platform. Key staff members were identified to update the website fortnightly. The school newsletter was revamped with the idea to move to a digital platform in 2020. Parent workshops were run with a focus on mathematics and reading. Kindergarten Orientation and transition was enhanced with additional visits and an evening information session. Brochures were developed and delivered to local preschools and a social story was created for the new Kindergarten students to read prior to starting school. A Learning and Support review was undertaken to gain parent feedback on how they are informed about their child's learning support needs. This resulted in a review of our learning and support processes to enhance parent communication and input especially into developing personalised learning and support plans.	

Process 2:   Refine and implement a whole school approach to Learning and Support to meet the needs of all students. Use evidence–based pedagogy to develop and implement Positive Behaviour for Learning across the school community.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Positive Behaviour for Learning (PBL) school–based team formed to evaluate current practices and provide future directions. Evaluation indicated that there was a need to review current practices and ensure a consistency across the school with consequences to inappropriate behaviour and the implementation of PBL strategies. This has lead to reviewing the behaviour flow–chart to create a simplified version of this that can be easily understood by students and used in the classroom as a visual reminder. The reflection room and reflection sheets have been reviewed to ensure that there is a reflective practice undertaken in the process, with a view at looking at formally introducing restorative practices in 2020.	

Next Steps

Parent workshops and forums implemented throughout 2020 in the areas of digital citizenship / cyber safety and other priority areas.

Clear process of PBL defined for all staff K–6, including new staff to the school each year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 336.00)	Funds utilised to support the authentic integration of Aboriginal Education through the curriculum. Funding also went towards celebrating NAIDOC week and promoting Aboriginal heritage and culture across the school.
English language proficiency	EALD Allocation of 0.8. **Funding Sources:** • English language proficiency ($47 798.00)	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. We received additional NAP funding to support our students who have newly arrived to our country. The focus was to target individual needs of these students. This was an increase of 2 days per week for 10 weeks.
Low level adjustment for disability	Additional Funding was put toward Learning and Support to employ teaching staff in addition to the 0.5 allocation. We increased this to an allocation of 1.2 **Funding Sources:** • Low level adjustment for disability ($32 365.00)	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. The learning and support staff also mentored classroom teachers to make adjustments to teaching programs and support them to write personalised learning and support plans.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($93 000.00)	Funding was used to employ an additional non–teaching DP to mentor the staff across K–6 in the area of mathematics. Ongoing support was also provided to staff in the Performance and Development process, observations, feedback and reflection. Throughout the year staff were also supported through mentoring and in–class support in the areas of Visible Learning.
Socio–economic background	**Funding Sources:** • Socio–economic background ($10 000.00)	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	**Funding Sources:** • Support for beginning teachers ($60 000.00)	Upskilling of beginning teachers through collegial relationship and mentoring. Provision of teacher release for professional learning and mentoring opportunities. These funds also provided mentors allocated time to work with beginning teachers on identified areas.

Ryde East Public School 4257 (2019)

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	254	268	286	292
Girls	231	245	242	260

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.4	96.1	95.8	94.2
1	94.6	95.8	94.6	95
2	96.1	94.4	95.5	94.8
3	95.3	96.2	94.9	95.8
4	95.8	95.7	96	94.7
5	95.9	95.9	95.1	95.3
6	92.8	95.1	94.8	95.3
All Years	95.3	95.6	95.2	95
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)	6
Classroom Teacher(s)	21.78
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4

*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	974,225
Revenue	5,648,291
Appropriation	5,293,700
Sale of Goods and Services	-3,135
Grants and contributions	351,928
Investment income	5,699
Other revenue	100
Expenses	-6,055,709
Employee related	-5,338,003
Operating expenses	-717,706
Surplus / deficit for the year	-407,417

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	136,387
Equity Total	231,024
Equity - Aboriginal	1,336
Equity - Socio-economic	10,795
Equity - Language	133,171
Equity - Disability	85,723
Base Total	3,847,969
Base - Per Capita	123,889
Base - Location	0
Base - Other	3,724,080
Other Total	1,209,375
Grand Total	5,424,755

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

Learning and Support Review

In 2019 Ryde East Public School undertook a School Self–evaluation of Learning and Support Team processes and practices to identify focus areas for improvement. The opinions of staff and parents were sought via survey and interviews conducted by Learning and Support Assistant Principals. The results indicated that teachers felt confident in identifying students with disability or additional learning and support needs and were interested in professional learning in disability legislation and teaching strategies for meeting the needs of high potential students. Most parents indicated they knew who to approach within the school to discuss the learning and support needs of their child and viewed this as a joint responsibility between school and parents.

Mindframes survey, School Capability Report, Student Surveys and Focus Groups – Feedback and Student Voice

As part of our Visible Learning initiative, randomised teaching groups participated in questionaires around school culture as part of our school capability report. Teachers interviewed in the randomised groups indicated relational trust was growing and all teachers expressed an appreciation of the importance of having high relational trust across the school to achieve a positive and productive workplace culture. The understanding shared across the school of what it means to be a good teacher was described by teachers as having a "Good work ethic," "Respect," and "Professional judgement,". The school capability report indicated the majority of staff felt they were part of a cohesive and collaborative staff.

28 staff individually completed a Mindframes survey which asked teachers a range of questions relating to their teaching practice and their beliefs. In the results of the Inspired and Passionate Teachers section 96% of staff identified their teaching was informed by student feedback 96% of staff indicated their students know what they are learning and why they are learning it and 97% of staff either agreed or strongly agreed that all students respect and trust one when learning in the class, indicating positive student and staff relationships across the school.

Student focus groups were conducted to ask students about 'what they believe make a good learner, ask how their teachers help them to learn and about being part of learning conversations with their teachers. The survey data showed that students in Kindergarten to Year 3 predominantly associated good learners as those students following the school rules. Students in Year 4 to 6 identified both behaviour and individual characteristics. The focus of Visible Learning intends to address student understanding of 'what makes a good learner' with the focus on identifying learning dispositions and work habits rather than good behaviour.

Overall, 94% students indicated that their teachers helped them to learn. 90% of students said they would ask for help if they were stuck with most students saying they would put their hand up to ask for help. The focus groups indicated inconsitent student understanding of their role in the learning process at this time. The Visible Learning initiative aims to assist students becoming more active participants in the learning process, being able to engage in meaningful learning conversations with their teachers and developing a range of strategies for students to call on when they beome 'stuck' at times in their learning.

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.