2020 Annual Report

Ryde Public School

3021

Introduction

The Annual Report for 2020 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.

School contact details

Ryde Public School
Pope St
Ryde, 2112
www.ryde-p.schools.nsw.edu.au
ryde-p.school@det.nsw.edu.au
9809 3181

School vision

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.

Ryde Public School 3021 (2020)

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

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)
100% students participated in consistent Stage based assessments. 95% of students engage in self-reflection related to their learning (differentiated to Stage levels). 100% of students engaged with a variety of ICT, differentiated to stage level e.g. feedback cycles, differentiated learning tasks. (Process 2) 100% of students, under the guidance of a teacher, set learning/ wellbeing goals (to be continuously monitored and updated as achieved). (Process 3)	Technology, including Seesaw and devices.

Process 2: Technology Initiative
      • Development of a whole school technology program to empower students to engage in future focused learning.

Evaluation	Funds Expended (Resources)
Staff participated in PL for Science and Technology syllabus. Usage of the term 'technology' reconsidered in terms of ICT vs DT to provide clarity around expected outcomes.	

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)
100% of students, under the guidance of a teacher, set learning/ wellbeing goals (to be continuously monitored and updated as achieved). This was included in Semester 2 reports.	Report

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
93% of parents were clear on purpose of Learning Conferences. Teachers reported greater than 80% attendance.	Online options in Learning From Home were essential. The school used Seesaw, Zoom, Google Classroom and phone calls.

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 practice.

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.

Progress towards achieving improvement measures

Process 1:   Professional Development

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

Evaluation	Funds Expended (Resources)
100% of K-4 staff implementing quality practices including the gradual release model (modelled, guided and independent). Teaching and learning programs include a scope and sequence.	

Process 2:   Leadership Development
 • Build leadership capacity across all staff
 • Executive and aspiring leaders participate in capacity development programs

Evaluation	Funds Expended (Resources)
All staff involved in capacity building opportunities. Executive professional learning occurs weekly.	

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)
Reflective tools are used in all stages to foster and maintain consistent teacher judgement.	

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)
Kindergarten transitions workshops established. High school and targeted students initiative was comprehensive with Ryde Secondary College.	

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)
All staff and students participated in a body and mind Wellbeing program. Positive Behaviour For Learning classroom and playground expectations reinforced by all teachers. Staff Development Days embedded with professional learning on wellbeing for staff.	5 x casuals (PBL) Coffee cart or similar catering $500

Process 3:   Strengthening Community Relationships

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

Evaluation	Funds Expended (Resources)
Enrolment procedures established. Principal welcomes all new families. All parents have access to Kindergarten and High School transition workshops.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Students work towards SMART goals and receive additional support.
English language proficiency		Employment of EALD staff. EALD progressions are in use for all students. Classroom teachers receive extra training and support to identify student needs.
Low level adjustment for disability		Employment of Learning and Support teachers. Learning and Support procedures established. Classroom teachers involved in Learning and Support meetings.
Quality Teaching, Successful Students (QTSS)		Teacher mentor employed full time to support coaching in classrooms and SSGT program.
Socio-economic background		Employment of Learning and Support teachers.
Support for beginning teachers		Teacher Mentor employed full time to support coaching in classrooms and SSGT program. SSGT provides beginning teachers with additional release time.
Targeted student support for refugees and new arrivals		NAP established and operates daily. Refugee students provided with resources for inclusivity.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	329	346	326	304
Girls	255	274	276	266

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.6	94	94.3	93.3
1	95.8	94.8	95.3	91.9
2	95.8	95.5	95.3	91.4
3	94	95.4	95.1	93.8
4	95	95.3	95.5	89.4
5	94.5	96.9	96.3	93.2
6	93.6	93.3	96.3	88.4
All Years	94.6	95	95.5	91.6
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	22.43
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,046,541
Revenue	6,640,571
Appropriation	6,431,503
Sale of Goods and Services	470
Grants and contributions	194,630
Investment income	2,751
Other revenue	11,218
Expenses	-6,951,306
Employee related	-6,271,295
Operating expenses	-680,012
Surplus / deficit for the year	-310,735
Closing Balance	735,806

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.

	2020 **Approved SBA** ($)
Targeted Total	104,933
Equity Total	504,823
Equity - Aboriginal	4,231
Equity - Socio-economic	22,206
Equity - Language	266,027
Equity - Disability	212,359
Base Total	4,839,025
Base - Per Capita	150,989
Base - Location	0
Base - Other	4,688,036
Other Total	709,792
Grand Total	6,158,572

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Ryde Public School students (Years 4-6), staff and parents participated in the Tell Them From Me feedback survey. The survey measured factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey was on wellbeing, engagement and effective practices with a primary focus on satisfaction.

Tell Them From Me survey results

Student satisfaction

84% of students have friends at school they can trust and who encourage them to make positive choices.

92% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Parent/caregiver satisfaction

8.3 I feel welcome when I visit the school.

8.1 I am well informed about school activities.

Teacher satisfaction

95% of staff consistently rate their satisfaction with professional learning in the top 2 bands of the rating scale across each of the surveys taken.

Ryde Public School 3021 (2020)

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.

Ryde Public School 3021 (2020)

Printed on: 3 May, 2021