2020 Annual Report

North Ryde Public School

North Ryde Public School
YOUR CHILD'S FUTURE

3022

Introduction

The Annual Report for 2020 is provided to the community of North 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 vision

North Ryde Public School is a place where the education and care of each child is paramount. Our goal is to develop students who are successful learners, confident and creative individuals, and active and informed citizens.

School context

North Ryde Public School has been an integral part of the local community for over 140 years and is proudly continuing its tradition of academic excellence.

Our staff hold high expectations of all students and foster a passion for learning. The school provides a challenging and creative environment, where the latest technology enhances student learning. Our teaching team is committed to ongoing professional development and the implementation of innovative learning programs. Our students benefit from the active participation of parents and community members in all aspects of school life.

The school has approximately 390 students with 65% NESB students, speaking over 30 different languages. A feature of the school is its excellent facilities, including: access to room-based and mobile computer technology; large school hall, canteen and COLA complex; before, after and vacation school care; on-site childcare centre; on-site school museum; beautiful, spacious grounds with inviting play spaces.

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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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

During the school's 2020 External Validation, the panel noted that 'In the element of Effective Classroom Practice the evidence presented indicates the school is operating at the Excelling stage'. Therefore the 'Sustaining and Growing' assessment above should read 'Excelling'. This was a very pleasing outcome, as we are very proud of the teaching practice in our classrooms.

Strategic Direction 1

Informed, visionary community

Purpose

To improve connections between all stakeholders by using future focused tools and providing quality learning spaces.

Improvement Measures

1. All teachers are collaboratively programming online.
2. Students are using technology to collaborate and share their learning with a wider audience.
3. Digital communication with the community has improved.
4. Enhanced spaces are being used to promote quality teaching, learning and communication.

Progress towards achieving improvement measures

Process 1: 1. Facilitate sharing through the use of online platforms to enhance teacher collaboration in the development of teaching and learning programs

Evaluation	Funds Expended (Resources)
The Covid19 pandemic had an overall positive impact on the use of technology school-wide. Teachers now effectively use online platforms to enhance teacher collaboration in the development of teaching and learning programs.	

Process 2: 2. Strengthen student voice and teamwork skills through the use of technology.

Evaluation	Funds Expended (Resources)
In 2020, there was extensive use of Google Classrooms, especially during the home learning periods required due to the pandemic. The use of online platforms allowed more opportunity for student voice and the development of teamwork skills. This was especially evident amongst the school's SRC..	

Process 3: 3. Upgrade digital communication with the school and wider community

Evaluation	Funds Expended (Resources)
Due to the pandemic, effective digital communication with the school and wider community was essential. The use of Google Classrooms, email, SchoolBytes for bulk emails, the Newsletter and Skoolbag messages became invaluable and at least one form was accessed regularly by all families. Parental feedback indicated that school communication was very good and appreciated. Digital communication tools used during the pandemic have now been integrated into regular school practice.	

Process 4: 4. Enhance spaces to promote quality teaching, learning and communication

Evaluation	Funds Expended (Resources)
Students have demonstrated through their active play that they enjoy the improved playground spaces. The enhanced learning spaces in the library are well used and enhance collaborative learning.	Playground upgrade • $20 000 Local School Community fund grant • $20 000 P&C • $9 000 school Library upgrade

Progress towards achieving improvement measures	
The improvement of staff planning, collaboration and social areas have been appreciated. Spaces are effectively used.	• $20 000 Staff/office space upgrade • $40 000

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Strategic Direction 2

Successful, lifelong learners

Purpose

To ensure all students use critical, creative thinking and are engaged and challenged through quality teaching designed to meet learning needs.

Improvement Measures

1. Students demonstrate a higher quality writing through the use of creativity and language devices.
2. Students of all ability levels are able to make their thinking visible during learning activities.
3. Through engagement in project-based learning (PBL), students are able to demonstrate deep understanding of the topic/s.
4. New to support DoE 2022 target Focus on the skill of comprehension has improved student reading, especially in the top 2 bands.
5. New to support DoE 2022 target Focus on strategies to solve mathematical problems has improved student numeracy, especially in the top 2 bands.

Progress towards achieving improvement measures

Process 1:   1. Draw upon expert knowledge to implement high quality teaching practices that improve student writing

Evaluation	Funds Expended (Resources)
Due to interruptions caused by the pandemic, overall fewer focussed writing lessons were possible. Teachers did used strategies to continue the school's goal of improving student writing. However, it was difficult to assess the success, without NAPLAN and teacher time to have regular CTJ sessions.	

Process 2:   2. Apply a range of visible thinking strategies to differentiate the curriculum

Evaluation	Funds Expended (Resources)
Current and new teachers continued to be supported to implement a 'Culture of Thinking' at NRPS. A range of visible thinking strategies are used differentiate the curriculum and support students to explain their thinking.	Consultant support sessions (via zoom) • $2 000

Process 3:   3. Involve students in authentic projects to ensure that they have the opportunity to share deep thinking

Evaluation	Funds Expended (Resources)
Planned partnership with Macquarie University was not able to proceed.	

Process 4:   4. Analysis of student reading comprehension data to determine specific focus and utilise quality resources to support teaching and learning

Evaluation	Funds Expended (Resources)
Teachers completed the online learning and Teachers 2-6 implemented programs targeting specific area of comprehension. Data, survey and reflection results indicate that there has been positive progress in comprehension and improved reading.	Online Courses - CARS and Effective reading instruction in the early years of school • $1300 for new books • $3700 CARS access for Semester 2

Progress towards achieving improvement measures

Process 5: 5. Analysis of student problem solving data to determine specific focus and utilise quality resources to support teaching and learning

Evaluation	Funds Expended (Resources)
All professional learning planned to support the improved teaching of problem solving was unable to proceed this year. However, useful data from all students was collected., and a survey was completed and analysed. This will be used to inform our mathematics goal in the 2021 plan.	

Progress towards achieving improvement measures

Strategic Direction 3

Resilient, responsible citizens

Purpose

To enhance the well-being of all students through participation in programs which encourage a healthy and well-balanced lifestyle, and to create an environment that values trust and consideration.

Improvement Measures

1. Students use growth mindset (GM) principles to articulate their learning goals and practices.

2. Students practice mindfulness techniques to help their focus and reduce stress.

Progress towards achieving improvement measures

Process 1: 1. Support students to become more persistent and resilient in learning situations through the use of growth mindset (GM) principles

Evaluation	Funds Expended (Resources)
All students met with teachers to develop learning goals. Students became more able to articulate and discuss their goals. Plan for Parent/Teacher/Student interviews had to be cancelled due to pandemic. Goals were referred to in school reports. This is an area for development in the 2021 plan.	

Process 2: 2. Implement a whole school approach to student well-being using mindfulness techniques

Evaluation	Funds Expended (Resources)
'Mindful moments' and other mindfulness practices have been embedded into daily class routines and were integrated into Google Classroom lessons during home learning. Whole school displays a calm atmosphere. Students show the skills of self-regulation and there is a reduction in negative behaviour. We were particularly proud of the resilience and adaptability shown by students in relation to the impacts and requirements of the pandemic.	8 week student incursion - 'Healthy Skills for Life' for Years 1-6 • $48 per student

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1,009 flexible Aboriginal funding	In 2020, there were no students of aboriginal or Torres Strait Islander decent. These fund were combined with other equity funding to provide extra SLSO student support to students of need.
English language proficiency	EALD teacher - 5 days per week $42,014 English language proficiency flexible funding	EALD students/ class teachers benefited from extra support. Students showed improvement in EALD levels. Students demonstrated a richer use of language in literacy tasks.
Low level adjustment for disability	Learning and Support Teacher - 4 days per week (0.5 allocation and use of Literacy and Numeracy funding) Support Learning Officers (SLSO) were employed using combined $24,811 - Low Level Adjustment for Disability, $6,952 - Socio-economic Background and $1,009 - Aboriginal Background funding. On average throughout the year, we employed 2 SLSOs per day. This required supplementary funding which came from the hire of our hall.	Students with identified disabilities and significant learning needs had access to extra learning support during in the classroom and/or on the playground. Students showed progress academically and social interactions improved.
Quality Teaching, Successful Students (QTSS)	Off-class Assistant Principal - 3 days per week (using the QTSS 0.6 allocation) Extra executive teacher release (using the QTSS 0.1 allocation)	The school does not have an off-class executive allocation. With the extra demands placed on school principals, the off-class AP proved to be a valuable resource. They led the Learning and Support Team, ensured that teaching and learning programs and student behaviour management was monitored, beginning teachers were supported, the school's technology resources were maintained and supported the financial management of the school.
Socio-economic background	$6,952 flexible Socio-economic Background funding was combined with other equity funding to provide some SLSO student support. Some funds raised through the hire of the school hall were also used to ensure that ll students had full access t important school activities and essential resources.	Equity was established. All students accessed school activities and resources considered essential for their learning and well being.
Support for beginning teachers	$28, 962 - 2 temporary beginning teachers	This year, we welcomed 2 temporary beginning teachers. In Terms 1, 3 and 4 they accessed weekly early career time and had days off class for TPL, and to support report writing and programming. They were well supported by their supervisor. During the end of Term 1 and Term 2, they did not access

| Support for beginning teachers | $28, 962 - 2 temporary beginning teachers | early career time due to the complexities and changing timetables caused by the pandemic.

They both had a successful year and report that they were will supported. |
| --- | --- | --- |
| **Targeted student support for refugees and new arrivals** | $29 268 - intensive daily support during Semester 2 | During 2020, there were several changes in staff. The permanent EALD teacher, who also supported NAP students, went on mat leave just as the lockdown started. We used casuals to support NAP students where possible. During Term 3 and 4, NAP students received intensive daily support. |

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	191	189	209	195
Girls	184	194	211	197

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95.9	96	95	95.1
1	93.9	95.4	94	93.6
2	96.7	93.7	92.5	95.6
3	94.4	95.3	93.8	92.8
4	96	95.8	96.4	93.3
5	94.6	96.4	94.8	95
6	94.4	93.5	95.8	95.6
All Years	95.2	95.2	94.5	94.4
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
Assistant Principal(s)	4
Classroom Teacher(s)	14.07
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	2.92

*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	725,084
Revenue	3,761,409
Appropriation	3,437,983
Sale of Goods and Services	4,073
Grants and contributions	315,618
Investment income	2,935
Other revenue	800
Expenses	-3,792,894
Employee related	-3,227,778
Operating expenses	-565,115
Surplus / deficit for the year	-31,485
Closing Balance	693,599

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	35,613
Equity Total	238,862
Equity - Aboriginal	1,009
Equity - Socio-economic	6,952
Equity - Language	151,398
Equity - Disability	79,503
Base Total	2,862,694
Base - Per Capita	101,012
Base - Location	0
Base - Other	2,761,682
Other Total	191,710
Grand Total	3,328,879

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

School Parent Survey

At the end of 2020 we sent an online survey to our parent community asking:

- What 3 things do you think we do well at North Ryde Public School?
- What is an area in which we could improve?

81 parents took the time to respond to our survey.

The executive team has spent quite some time discussing and collating the data, and sharing information with the staff. The many positive comments have certainly gave our school team a boost. The graphs below give a summary of the answers we received.

The content of the responses is something that we feel would be worth

Detailed information about parent responses and school feedback were shared with the whole school community in the 24-11-2020 Newsletter https://northrydeps.schoolzineplus.com/news?nid=48

The comments and suggestions on how we can improve are proving very useful, as we embark on developing a new 4-year school improvement plan.

There were some recurring topics, to which the following responses were provided:

*Communication: We do acknowledge that school-initiated communication with parents has been reduced this year, due to the extra demands on teachers caused by the pandemic throughout the year, not just during lock-down. However, in our correspondence this year and in the Semester 1 report, we did ask parents to contact the teacher or school if you wanted to discuss anything.

Improved individual parental communication, interviews and reports will be specific areas of focus for next year and in the next school plan 2021-2024.

*Extra-curricular opportunities: The opportunities we are usually able to offer have obviously been impacted by the pandemic. Please note that our extra-curricular activities are provided by teachers as an extra, in their own time. They organise these because they have an interest and the school supports it because it adds value to the education of our students. We are lucky that so many of our teachers are willing to pass on their skills.

*Learning support: We have a Learning and Support/ Literacy Support Teacher for 4 days per week who is very busy helping students and teachers to cater to student needs. All NSW schools are provided some funding for teacher aide assistance to support students with special needs. As a school, we supplement these funds significantly so that we have double the amount of teacher aide assistance in classrooms. Of course, we would always like more.

*Carpark: For some people our carpark system is a positive and others a negative. It has obviously been impacted by the increased demand caused by the pandemic. Please note that the school has no obligation to provide pick-up/drop-off area. What we have established is the best we can do with the resources we have. If anyone has suggestions on how to improve it, we would encourage them to contact the P&C or the school principal.

*Homework: This is always a matter of contention. Some parents want more, some want less. We try to strike the right balance. Please note that we are not allowed to make homework compulsory. We can only provide homework tasks that may help student learning and encourage students/families to participate.

Some of the sentiments expressed in the school survey were similar to the Tell Them From Me Parent Survey. We feel that because only 35 parents completed the TTFM survey and also the timing of the pandemic impacted responses, responses to our school survey are more specific and useful for our future planning.

Student Tell Them From Me Survey

The TTFM student survey measures indicators based on the most recent research on school and classroom effectiveness. The results below are based on data from 129 students from Years 4-6.

- 93% of students believe that they have friends at school they can trust and who encourage them to make positive choices.
- However, 80% of students feel that they are accepted and valued by their peers and by others at their school.
- 91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Only 50% of students believe that they do homework for their classes with a positive attitude and in a timely manner.

- 91% of students indicated that they regularly display positive behaviour at school.
- 75% of students are interested and motivated in their learning. While this is disappointing, it is similar across the state.
- 85% value schooling outcomes believe schooling is useful in their everyday life and important for their future.

Students managed online learning at home during COVID. They were surveyed about the quality of their learning experiences at home.

- 81% were positive about the resources provided.
- 73% believed that the instructions were clear.
- 63% felt that they were learning effectively.
- 47% were positive about the amount of feedback they received.
- 36% felt connected while learning at home.

Teachers

Teachers showed incredible commitment throughout a challenging year to provide students with a positive learning environment online from home and at school in 2020. They did their best to ensure each student was supported, challenged, monitored and engaged. Teachers are committed to enhancing parent and community partnerships.

PARENT SURVEY NOVEMBER 2020 - THINGS WE DO WELL
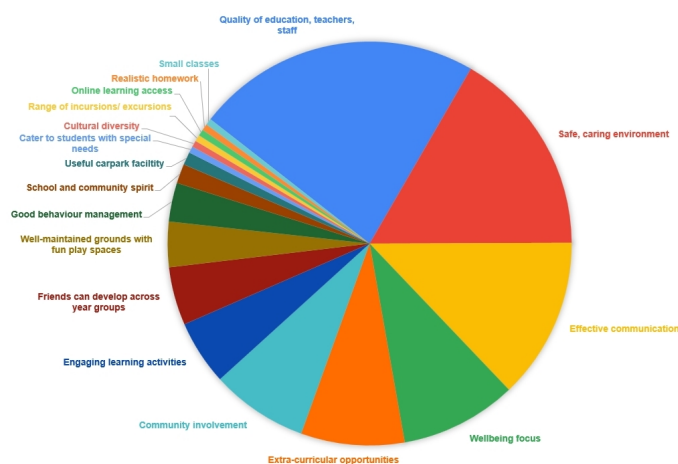
PARENT SURVEY NOVEMBER 2020 - AREAS FOR IMPROVEMENT
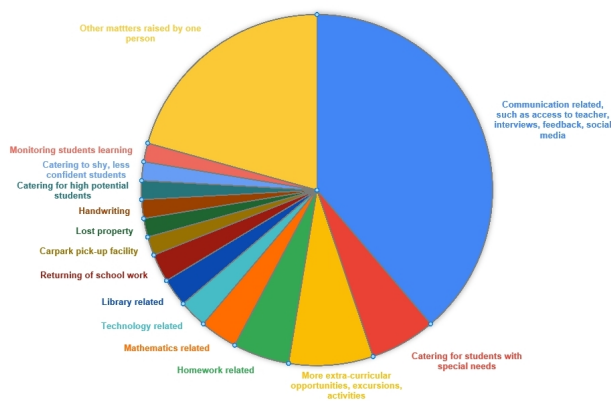
Policy requirements

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.