

2021 Annual Report

Ryde Public School



3021

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Life long learners- How good can we be? Strive today, succeed tomorrow

At Ryde Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging environment of high expectations. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners. Wellbeing is the bedrock for all activities across all strategic improvement strategies, reflecting our core beliefs that success and acceptance breeds a culture where all stakeholders feel valued and cared for and prepared to take on challenge. Life long learning, excellence, and happiness are the states of mind promoted in classrooms with the ever present question of 'How good can we be?' being asked across our community daily.

School context

Ryde Public School is located in the heart of the city of Ryde. The school is set on expansive grounds with buildings that reflect the long history of the school. Iconic sandstone buildings and modern classrooms blend to provide innovative learning environments. The students at Ryde Public School enjoy a holistic education that provides opportunities in the arts, sport, 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 proudly serves the many families that have their first Australian school experience at Ryde. The school is enriched by the enrolments who are from language backgrounds other than English (>80%). Fifty language backgrounds are represented within the total enrolments in the school. The school strives to provide inclusivity and sense of belonging that is felt from the moment that our students and community enter through the school gate.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local community. Through our situational analysis, we have identified:

1. Student Growth and Attainment

We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

2. Empowering Excellence and Innovation in Teaching and Learning

There is a need to build teacher capabilities through collaborative practices and deep engagement with the syllabus. It is important to note that we will adapt, improve and consolidate upon the work undertaken in 2020 around teacher inquiry and the identification of high impact teaching strategies. There is a commitment to the provision of high impact professional learning strategies and the quality implementation of explicit teaching strategies using assessment data to differentiate the curriculum. We will build a culture that promotes the cultivation and development of innovation through 'mega-collaboration', appraisal of innovative ideas, encouragement to try new ideas and tolerance of risk-taking and mistakes. We actively promote our Ryde Public School 'looking forward' mantra, 'How good can we be?'

3. Professional Partnerships

Our school plays a critical role in the Ryde community. We are committed to continuing to strengthen our partnership with the local, academic and international communities as an outward focus for our school. These partnerships provide support for all of our initiatives and have a strong focus on 'How good can we be?'

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data. We will ensure that the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted Teaching
- Data Skills and Use

Resources allocated to this strategic direction

COVID ILSP: \$79,649.84

Professional learning: \$29,042.86

Literacy and numeracy: \$33,861.06

Literacy and numeracy intervention: \$47,089.56

Aboriginal background: \$3,593.79

School support allocation (principal support): \$29,552.99

Summary of progress

TARGETED TEACHING AND DATA SKILLS AND USE

Professional learning is undertaken weekly in stage meetings and is ongoing throughout the year. In these meetings teachers collaboratively reflect on teaching practice using work samples and artifacts relating to high impact teaching practice. These meetings have allowed teachers to moderate work samples and student performance according to co-constructed rubrics which has encouraged a strong metalanguage among staff and enhanced discussions about the quality of the students work and the strategies that they are using. Staff understand the norms and expectations during these meetings in line with the Ryde PS Charter for Collaborative Professional Learning. The evidence shows that the Charter has been an enabler for improved collaboration and understanding of the common goals for all staff. 100% of teachers demonstrated personal growth in collaborative practice skills which were evident in their performance development plan. There was a substantial increase in the Collective Teacher Efficacy score for the executive team especially in the areas of Responsiveness Of Leadership and Effective Systems of Intervention which were the two major enablers for providing for student needs.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Sustaining and growing' in the elements of effective classroom practice and explicit teaching.

Staff are developing skills in data use and analysis to inform practice. The analysis of data is driving the use of high impact teaching practices in the classroom and improved feedback between teachers and students and between students in peer feedback opportunities. The evidence shows the 100% of students are receiving updated learning progressions in literacy and numeracy. There is a robust teaching and learning cycle supported by the school assessment schedule. The executive team participated in transformational professional learning which has lead to the development of deeper understanding of formative assessment and the production of a comprehensive data inventory. Moving forward all staff will have access to this learning. Self-assessment against the School Excellence Framework shows the school is currently performing in delivering in the element of 'Data skills and use'.

Self-assessment against the School Excellence Framework shows the school is currently performing in Delivering in the element of 'Formative assessment', whereas in 'Summative assessment' the school is Sustaining and Growing.

Data analysis for each class shows the student growth in writing using writing effect sizes to show individual growth in writing skills. The data shows 63.25% of students demonstrated growth in writing meaning that they were at or above 0.4 the required score to match a year's growth for a year's instruction. The remaining 36.75% of students were provided with additional instruction. All students are tracked for growth in writing K-6 and support is tailored to each progressive step. Data analysis in reading for each student reflects an assessment of their instructional reading level. 49.5% of students K-6 read at Level 30 plus. 20.5 % at level 25 plus. 22.8 % of students across K-6 are yet to be considered Level 20 and therefore fluent. Self assessment against the School Excellence Framework shows the school is currently performing in Delivering in the element of 'Whole school monitoring of student learning' and working towards a consistent school assessment system with ongoing monitoring.

The impact of the COVID Intensive Learning Support program impacted reading as evidenced in the running records benchmarking taken as a pre-measure and repeated at points in the program and then a final assessment. The pre-data was derived from running records, PAT test in Term 1 Week 1. The ongoing monitoring of the data from 5 weekly assessment cycles tracked focus students and identified further students. The internal data was triangulated with the check-in assessments for Years 4 and 6 in Term 2 Week 4. The evidence showed that the majority of the students maintained their level on a running record benchmark assessment after the Learning from Home period in Term 3, Weeks 1 to Term 4 Week 3. During the Learning from Home period, a teacher was assigned to monitor the COVID Intensive Learning Support students and the learning goals were communicated to the parents. Online reading, phonics and comprehension resources were supplied. Individual students were provided with deeper levels of support when required. For example, there was teacher provided feedback through the online learning platform.

The cyclic examination of data resulted in fluid differentiated student groupings which fostered high expectations and provided an opportunity for additional students to be catered for. The COVID ILS groups meant support was limited in termly blocks because the time available to be allocated for each student of three days per week is inadequate to cover the scope and sequence of teaching and learning content. A goal was set for the steady increase of the instructional reading levels for each student and this has been hampered by Learning from Home. 14% of students are identified for further intensive intervention to meet minimum growth targets.

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The COVID Intensive staff require skills in accelerative, high impact explicit teaching strategies. The model has encouraged collaborative practice to build expertise to maximise student learning. Staff have explored ways to improve efficiency when providing explicit teaching in reading.

Weekly analysis of data with the Instructional Leader and COVID Intensive staff identifies areas of need.

To move towards achieving our progress measure we need to continue with our commitment to ensuring we have a quality Instructional Leader engaged in classrooms. All staff need to continue to build their skill as collaborators so that all staff become Instructional leaders in their classroom. Also, the school requires continual deepening of the commitment and responsibility of all staff to collaborative practice to maximise gains for students. The instructional leader team will meet the needs of all staff by differentiating allocation of professional learning and coaching based on consideration of the learning priorities for staff and students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 59.6% • Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 58.3% 	<p>61.67% of students achieved in the top two bands in NAPLAN reading indicating an uplift of 8.89% between 2019 and 2021 which exceeds the system negotiated lower bound target.</p> <p>60.89% of students achieved in the top two bands in NAPLAN numeracy indicating uplift of 9.78% between 2019 and 2021 which exceeds the system negotiated lower bound target.</p>
Expected Growth <ul style="list-style-type: none"> • Improvement in the % of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 61.4% • Improvement in the % of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 65.3% 	<p>The percentage of students achieving expected growth in reading increased to 74.14% indicating an uplift of 10.98% between 2019 and 2021 which exceeds the system negotiated upper bound target..</p> <p>Percentage of students achieving expected growth in numeracy increased to 70.69% indicating an uplift of 5.78% between 2019 and 2021 which exceeds the system negotiated upper bound target.</p>
Attendance <ul style="list-style-type: none"> • Increase the % of students attending 	<p>The number of students attending greater than 90% of the time or more has decreased by 3.21%.</p>

school of more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 90.2%

Strategic Direction 2: Empowering Excellence and Innovation in Teaching and Learning

Purpose

To leverage improved Collective Teacher Efficacy as a driver for continuous collaboration and innovation that enhances the achievement and wellbeing of all stakeholders. We will pursue high impact professional learning strategies in the service of achieving teaching excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Culture of Learning
- Pursuit of Excellence in Pedagogy

Resources allocated to this strategic direction

Professional learning: \$7,304.00

QTSS release: \$113,127.06

Summary of progress

COLLABORATIVE CULTURE OF LEARNING

PURSUIT OF EXCELLENCE IN PEDAGOGY

The RPS Charter for Collaborative Professional Learning is proving to be both a guide and a measure for effectiveness in staff collaborative practice. Working on the premise that school improvement is closely linked to collaborative expertise, the staff strive as teams to improve their skills and increase collective teacher efficacy.

The evidence shows that all staff have increased commitment to the Ryde PS Charter for Collaborative Learning. Staff begin their personal interaction with the charter in their personal Performance and Development Plan (PDP) meetings early in the year. Goals are set with the Charter at the forefront of the learning they require and this serves as a reflective tool at later dates in their PDP process. Staff expressed that they had a deepening understanding of the collaborative skills required as a result of the goal setting. They expressed their professional learning needs and discussed ways that their learning could be achieved. In the Stage meeting setting, collaborative practice has improved with staff expressing that they are understanding the changes in processes and expectations since the implementation of the new SIP. Staff adhere to group norms and protocols.

Measures of team Collective efficacy were deemed not useful in COVID but the Executive team harvested a Collective teacher efficacy score that is considered important as the team drives professional learning. It was hoped that there would be an increase in the enabling condition of 'Goal consensus' and this was achieved.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Sustaining and Growing' in the element of Collaborative practice and feedback. There is clear evidence that the PDP process and the alignment to working to increase the 'Enabling factors' has improved Collective Teacher Efficacy and there has been an improvement in 'goal consensus' K-6.

The evidence shows that there has been a substantial and beneficial increase in the knowledge of the Executive team about the 'Assessment waterfall' and the manner in which it is being used to monitor and enhance formative assessment in classrooms. All executives understand the relationship of the component parts of the model and collaborated to deepen their knowledge about how to use assessment flexibly and responsively to adapt their teaching practice. The school has developed a comprehensive data inventory which focuses on the 6 elements of effective assessment practices. The incorporation of all aspects of the assessment waterfall is evident in all classrooms. Moving forward the data inventory will be implemented.

Data is analysed and triangulated to determine the extent to which the purpose and improvement measures have been achieved. Unfortunately, the impact of lock down hampers attempts at classroom observations. The data inventory assists to identify the conditions under which the high impact teaching strategies are working well and highlights the areas of improvement in assessing and recording.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Delivering' in Data Skills and Use. We have established clear goals to move the student learning forward.

The evidence showed that a review of 'What Works Best' and the use of our focus on 'High Impact Teaching Strategies' to improve student learning was effective. 'Spirals of inquiry' was the vehicle to deliver high impact professional learning with a focus on specific teaching strategies. The 'Clarity' 14 parameters and the 5 'Clarity' questions provided a basis for a theory of action and a tool which focused teachers' attention on explicit teaching and the immediate where to next for all students.

The 'Spiral of inquiry' occurred with stage teams examining 'High impact teaching strategies' identified from a research base. Each stage team collaborated to read and then collectively examined the impact of the strategy. Staff discussed their impact as a teacher when utilising the high impact strategy of focus and examined work samples together. Teachers worked on phases within the 'Spiral of inquiry' cycle across the weeks. Staff considered CTJ around measuring the quality of students work as a part of the inquiry. As planned, the spiral of inquiry was continuous throughout 2021.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Sustaining and Growing' in the element of Explicit Teaching.

Evidence showed that there is increasing collaboration among staff. The excellent NAPLAN results have strengthened the resolve of staff to pursue what the research indicates about high impact teaching strategies.

The Mentor teacher works collaboratively with the Instructional Leaders to empower all staff in teaching excellence and innovation.

Next Steps in 2022 will involve the school including professional learning aimed at increasing mastery of high impact teaching strategies and the embedding of successful practices into program expectations. Collaborative practice will be developed to incorporate regular Co-Teaching/joint work among staff into the instructional leadership model.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved Collective Teacher Efficacy Improved score of 2 in Enabling Factors and greater degree of similarity between executive and staff An improved overall of or equal to above 2 in Collective Teacher Efficacy score	The pandemic provided challenges and the whole staff measure was not relevant to the lockdown situation. The Collective Teacher Efficacy data was collected for the executive team only and the overall efficacy score was 1.75. The enabling factor of Goal Consensus pre-survey demonstrated a score of 3.4 and post-survey increased to 4.4. Scores improved to above 2 in Collective Teacher Efficacy score.
Visible Learning 'Inside' Survey 100% of teachers score of 3 on all aspects of the survey	Visible Learning 'Inside' Survey: On the pre test measure in the area of 'Inspired and passionate teachers' executive staff scored 3 or higher on all elements with the exception of one respondent on element 2 and one respondent on element 4 c. On the post test all respondents scored 3 or higher on all elements. There is evidence of high impact strategies and visible learning.
Continuous Improvement Minimum improvement to 4 as measured by What Works Best survey on the theme collaboration Minimum improvement to 4.5 as measured by What Works Best survey on the theme high expectation Minimum improvement to 4.4 as measured by What Works Best survey on the theme explicit teaching	The What Works Best survey results provide insight into how staff responded to questions about the teaching practices in relation to continuous improvement. The results show an improvement in assessment to 4.2. There are opportunities to focus on the areas of collaboration 3.9, effective feedback 4.1, explicit teaching 4.3, use of data to improve practice 4.1.

<p>Minimum improvement to 4.3 as measured by What Works Best survey on the theme use of data to improve practice</p> <p>Minimum improvement to 4 as measured by What Works Best survey on the theme assessment</p>	
<p>High Impact Professional Learning</p> <p>Achieve sustaining and growing in at least one aspect of the High Impact Professional Learning school self-assessment tool</p> <ul style="list-style-type: none"> • Professional learning is identified by student needs • Collaborative and applied professional learning strengths teaching practice • Professional learning is continuous and coherent • School leadership teams enable professional learning • Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement 	<p>High Impact Professional Learning has been continuous and coherent. 100% of staff have considered the 14 parameters of system and school improvement as outlined in Clarity. Parameter 1 and 14 have been considered deeply. The impact of the professional learning on student progress and achievement is captured through the work of the IL team.</p> <p>100% of staff had a PDP goal aligned to their personal Collaborative and applied professional learning strengths teaching practice. Teachers meet with stages weekly to consider student learning using a range of quantitative and qualitative strategies.</p>
<p>Wellbeing</p> <p>All Year 3 2021 cohort identified on level between 2-3 of the ACARA Personal and Social Capability learning continuum</p>	<p>Delayed initiatives in 2021 have required this work to be postponed to 2022.</p>
<p>Wellbeing</p> <p>Tell Them From Me Wellbeing data (belonging, expectations and advocacy) improves to be moving towards the lower bound system-negotiated targets of 88.8%</p>	<p>84.45% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards lower bound system-negotiated target.</p>

Strategic Direction 3: Professional Partnerships

Purpose

To ensure that all students are able to connect, succeed, thrive and learn. To develop our research and evidence-based by partnering with local, academic and international experts.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Partnerships
- Academic Partnerships
- International Partnerships

Resources allocated to this strategic direction

Professional learning: \$7,500.00

Socio-economic background: \$6,000.00

Summary of progress

COMMUNITY PARTNERSHIPS

ACADEMIC PARTNERSHIPS

INTERNATIONAL PARTNERSHIPS

The leadership team harnessed community feedback in routine and innovative ways. The TTFM survey aims to provide broad coverage of community opinion and engagement. The school regularly solicits and addresses feedback on school performance from staff and parents. Moving forward the school will solicit more feedback from students. School related activities were stalled during lockdown and because of the active COVID cases in the community.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Delivering' in the element of Community engagement. There is clear evidence that the Community value the Strategic Improvement Plan, however, evidence indicates that small focus group scenarios are well received with larger gatherings not as well supported.

During lockdown, the emphasis was on staff and student well-being. Vulnerable students and parents were identified and the school organised counselling, chaplaincy and support from staff and agencies so that those students and parents had regular opportunities to meet with an identified staff member who could provide advice, support and assistance to help students in each domain of wellbeing. In the cognitive domain surveys show that the community was satisfied with the degree of challenge within the units of work and rigorously advocated for the inclusion of the social and emotional components. The impact of this data resulted in the inclusion of a weekly well-being call to families or additional calls if required. In addition, the school facilitated a stage based contacts lists for parents and caregivers to use for organising their own social interactions with classmates. Zoom sessions were increased based on conversations and surveys.

Parent communication registers were kept to honour the partnership commitment and ensure appropriate follow up was provided. There have been a number of referrals to the Northern Centre and food hampers delivered to those in need. 94.1% students engaged during lockdown.

Analysis of responses to school community satisfaction will determine the *next step measures to further a sense of belonging*. One initiative which supports the focus groups process was the provision of translated parent support sessions during COVID lockdown. Moving forward there will be increased translation services.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Sustaining and Growing' in the element of Service Delivery. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. Sentral has been streamlined to support parental engagement and satisfaction.

Evidence of teaching and classroom management approaches and practices has resulted in an improved positive behaviour and learning environment. For students with very challenging behaviours, the vigilance in producing personal behaviour management plans and risk assessments in partnership with parents assisted in reducing occurrences of challenging and unsafe behaviours. The feedback allowed staff to work collaboratively with parents and to put measures

in place to improve the well-being of the students.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Delivering' in the element of Caring for students and Behaviour. There has been an increase in the number of students who can identify a staff member to whom they can confidently turn for advice and assistance at school.

Partnership with Ryde Secondary College, Avalon, Ainslie and Cooronbong Public Schools

Data and evidence sets indicates the school is moving towards 'Excelling' for the School Excellence Framework teaching domain for the elements of Learning and Development - Collaborative practice and Feedback.

The partnership with Ryde Secondary College has resulted in a collaboration to develop a K-12 framework for students with a disability. Moving forward the partnership will target a seamless transition of Years 6 to Year 7 for our HPGE students.

The partnership with Avalon Public School resulted in 6 new staff members receiving the Evidence to Action a Ryde PS campus produced a Ryde PS accredited course written by the Deputy Principal in collaboration with the Avalon Deputy Principal. The course teaches quality practices and establishes a focus on comprehension and benchmarking in literacy K-3 .

The partnership with Ainslie Public School resulted in collaborative evidence-based professional learning between senior executives to progress skills in building a culture of whole school aspiration, expectations of learning progress and achievement to pursue of high expectations of all staff.

The partnership with Cooronbong Public School resulted in a deepened understanding in the area of teaching the key competencies within the mathematics syllabus. A distributed leadership model using 'maths mentors' was valuable to upskill staff who in turn are instrumental in upskilling colleagues.

The Principal, DP and AP leading on the Macquarie University partnership team have leveraged the collaboration with academic partners to enhance clarity through the onsite collaboration by bringing current research and insight into teacher practice and pedagogy. We have advanced our expertise in contributing to the education for pre-service teachers. The trust in the partnership has advanced more quickly than anticipated. The Macquarie University partnership team developed a positive rapport with Macquarie University and were invited to meet with the Dean to advance our contribution to pre-service teachers. We were used as a part of a focus group, invited to a showcase for Hub schools and the AP and DP presented as the feature guests at a one hour online tutorial. The Macquarie University partnership provided us with collegial advice regarding accepting a mentor for the Principal and DP and this mentor has built an excellent, productive partnership for developing strategies to advance our SIP initiatives.

We completed a partnership launch with our Academic partners addressing the whole staff in order to honour their collective valuing of the mentorship of future colleagues. Our AP, for the Macquarie University Ryde Partnership team presented around the practicum expectations while referencing the graduate standards and explaining all Macquarie University documents. During the practicum, new supervising teachers sought advice on the quality of the Macquarie University students and performance and advanced collaborative exploration of the Graduate Teaching Standards, modified their expectations and provided more support.

Self-assessment against the School Excellence Framework shows the school is currently performing in 'Sustaining and Growing' in the element of Coaching and Mentoring.

In 2022, the school will invigorate well-being practices through the reintroduction of PBL as a part of the implementation of the Student Behaviour Strategy policy. Partnerships will revert to more face to face interactions with a focus on improving student engagement and learning as well as honing teacher expertise. Focus groups for parents will be a major project to improve community involvement. Professional Learning work using 'Clarity' as a mentor text and the embedding of the 14 parameters remains a focus. The BRIDGE initiative will be designed, developed and added to the SIP as an initiative, while formative assessment guides the Executive staff on how to transition many graduates to their first teaching position whilst working towards students growth and attainment targets.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Parent and Community Engagement Improvement to be the same as the	The Tell Them From Me survey result shows 6.6 in the areas of two-way communication with parents. Growth is required to move towards our target of reaching 0.1 above the state norm and reaching 7.0 in schools support

NSW government norms as measured by the Tell Them From Me Parent Survey in the areas of two-way communication with parents and schools support learning	learning.
Partnership with Ryde Secondary College, Avalon, Ainsley and Coorombong Public Schools Data and evidence sets indicates the school is moving towards excelling for the School Excellence Framework teaching domain for the elements of Learning and Development - Collaborative practice and Feedback	Self-assessment against the School Excellence Framework shows the school is currently performing in 'Sustaining and Growing' in the element of Collaborative practice and feedback. Staff engaged in professional discussion and collaborated to improve teaching and learning in their classes.
Partnership with Macquarie University Data and evidence sets indicates the school is moving towards excelling in the School Excellence Framework teaching domain for the elements of Learning and Development - Coaching and Mentoring	Self-assessment against the School Excellence Framework shows the school is currently performing in 'Sustaining and Growing' in the element of Coaching and Mentoring. 100% of beginning teachers have a Teacher Mentor and have direct support from experienced teachers. Staff expertise has been identified and the university has used their expertise to collaborate in the improvement of the delivery of educational content to beginning teachers across the two campuses, Macquarie University and Ryde Public School. School leaders are trailing innovate future-focused practices for beginning teachers.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,864.55</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in: Increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported confidence and satisfaction when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened. All refugee students are mapped against the EAL/D progressions and were provided with adequate communication with parents and carers to maximise progress for student during COVID 19 Working from home. Small group tuition was facilitated by the additional funding of an Ea/LD teacher whilst at school. Professional Learning in understanding EAL/D progressions has been provided by the DoE for all new Staff to Ryde PS.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students require ongoing individualised literacy support and ongoing EALD support. There is an aim to continue increasing the capacity building around the use of interpreters and assistive technology. Partnerships between the school and the parents/carers has been strengthened. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>New Arrivals Program</p> <p>\$44,847.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: students progressing to the next phase of English learning proficiency</p> <p>After evaluation, the next steps to support our students with this funding will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom</p>

<p>New Arrivals Program</p> <p>\$44,847.00</p>	<p>content is accessible.</p>
<p>Integration funding support</p> <p>\$45,426.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ryde Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress to ensure eligible students receive personalised learning and support within their own classrooms. Students with health concerns were able to join in with sporting opportunities and excursions on and off site. Students with Individual Behavioural Management programs were engaged with learning for longer periods. and successful on the playground as a result of close proactive monitoring of playground behaviour and social interaction. Explicit teaching of social skills and cognitive planning resulted in students demonstrating Increased self esteem and self regulation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consider the same level of funding to maintain adequate level of support. The use of the integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. Improve Early Identification processes to facilitate appropriate referrals for students presenting with a possible or imputed disability. Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed and resources allocated to optimise student outcomes.</p>
<p>Socio-economic background</p> <p>\$22,558.07</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ryde Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Chaplaincy program implementation. <p>The allocation of this funding has resulted in: Year 3 and 5 NAPLAN Reading, Writing and Numeracy above state. 8 Students received Cool Kids program and gained skills for social interaction.</p>

<p>Socio-economic background</p> <p>\$22,558.07</p>	<p>20 Students received emotional and self care support. 20 Families received food hampers across the year supplied by Reach Community and the Anglican church. Students receiving adequate financial, emotional and self care support. Employment of additional teacher to work as a full-time Literacy and Numeracy mentor working with students performing below the expected stage level as an integral component of the COVID ILSP.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support access to free education and resources for families and students with limited financial resources. Refer to available agencies for family emotional and physical needs. The Youth liason's, Chaplaincy role will be enhanced by a reallocation to of that staff member. The role will be diversified Next year, the school will diversified, redirecting 0.2 of the position towards engaging the Youth liason worker to join the SLSO team bringing well-being and social awareness expertise to the fore.</p>
<p>Aboriginal background</p> <p>\$3,593.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ryde Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: The funding contributed to purchasing resources to support activities to facilitate the one to one tuition for all students. This enabled growth in literacy and numeracy. Challenging circumstances were diminished with improving English skills and explicit teaching of social skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging the LaST as a literacy and numeracy focused support for development and delivery of differentiated and personalised support to Aboriginal students. Assignment of additional staff (LaST) to support Aboriginal students to continue the supportive relationship with parents. Translation services to continue to be sought. Engaging an Aboriginal Education Officer (AEO) to facilitate improved engagement of students and their families with the personalised learning pathway (PLP) process.</p>
<p>English language proficiency</p> <p>\$234,346.70</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Specialist staff supporting small group tuition on EaLD progressions and learning progressions K-6. • provision of additional EaL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$234,346.70</p>	<ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: 100% of EaLD students have been supported in literacy. Staff have been guided by EaLD staff regarding quality practice in language learning and writing. student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan speaking and listening in integrated writing lessons using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples. Capitalising on teacher confidence and their capacity to design integrate speaking at the core of writing lessons that reflect the language needs of EAL/D learners is an identified next step. An aim is to transfer this knowledge across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning by the AP IL and the teacher mentor. Staff have expertise to continue to program for and support EaLD students with quality learning activities related to EaLD and learning progressions. Staff should continue to upskill in relation to plotting on the EaLD and learning progressions.</p>
<p>Low level adjustment for disability</p> <p>\$215,912.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Ryde Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based interventions including Minilit, RAZ Kids and Headsprout to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</p>

<p>Low level adjustment for disability</p> <p>\$215,912.79</p>	<p>The specialist Learning and Support Teachers (LaST) support students with a learning disability and staff who plan for and teach these students. The referral process and identification of learning disabilities has been enhanced. LaST programs are tailored to the needs of each student. The LaST teachers have developed their skills in the development of processes supported by the AP LaST for the Ryde-Macquarie network. The school now complies with guidelines for developing PLASP's and Individual Behaviour Management Plans and Risk assessments.</p> <p>an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to increase the capacity of the LaST team and support students with a low level disability adjustments with a focus on Early identification and actionable personalised learning goals. There is a continuous need to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$43,846.86</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching • Collaborative Culture of Learning • Community Partnerships • Academic Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engaging a specialist teacher to unpack evidence based approaches <p>The allocation of this funding has resulted in:</p> <p>NAPLAN Literacy and Numeracy reveal best performance in the past decade for both Year 3 and 5. Writing Effect size data revealing student growth provides feedback to staff regarding their impact on student learning and informs differentiation when programming. Staff have developed a theory of action for the teaching of literacy and numeracy that drives goal setting for students. The staff have agreed goals for student attainment in Literacy and Numeracy. A comprehensive data inventory supports identification of 'what works best' for students in terms of teaching strategies. A high degree of trust has been established among colleagues in professional learning opportunities. 'Expert others' have been identified from the community through partnerships and this assists to refine, reflect and improve pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Maintain the Professional learning model and increase personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$33,861.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ryde Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$33,861.06</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release to engage staff member and Instructional Leader <p>The allocation of this funding has resulted in:</p> <p>AP Instructional Leader developing whole school and inter-school relationships through mentoring, coaching and support to ensure the ongoing development and improvement of teachers K-6. Improvement in use of data to evaluate the effectiveness of teaching.</p> <p>61.67% of students achieved in the top two bands in NAPLAN reading indicating an uplift of 8.89% between 2019 and 2021 which exceeds the system negotiated lower bound target.</p> <p>60.89% of students achieved in the top two bands in NAPLAN numeracy indicating uplift of 9.78% between 2019 and 2021 which exceeds the system negotiated lower bound target.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>AP Instructional Leader role to continue with increased opportunities for leading PL for staff K-6.</p>
<p>QTSS release</p> <p>\$113,127.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pursuit of Excellence in Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on understanding and utilising formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Teacher Mentor was employed to focus on developing the skill of beginning staff and monitor the Strong Start Great Teaching program. The rigorous Ryde PS pathway to accreditation requires quality PL and evidence of implementation of High impact teaching strategies. The program was strong all teachers who submitted qualified for accreditation at Proficient. School is excelling in some areas of Collaborative and applied professional learning to strengthen teaching practice as measured against the High Impact Teaching Strategies Self- assessment (HIPL). A 'collaborative charter' is established and 100% of teaching staff align professional learning goals to the charter. Student data drives lesson planning. The role of expert teachers has been pivotal in creating a culture where teachers constantly share knowledge, observe each other in practice, ask probing questions, collaboratively review student work samples, and challenge others' perspectives.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with Teacher Mentor role and align the Teacher Mentor role with the Instructional Leader team to divide the coaching in quality teaching in literacy and numeracy for all staff. Areas for development regarding student</p>

<p>QTSS release</p> <p>\$113,127.06</p>	<p>learning progress are considered a collective challenge and a shared responsibility of all staff.</p> <p>teachers who invest time to investigate and address concerns using a range of appropriate data sources.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ryde Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <p>An increase in benchmarking with aspirational targets for exit levels from K-4 established. The introduction of assessing phonics using the National phonics screener. Mapping of Learning Progressions in Literacy and Numeracy. The Introduction of ISFR for all K-4 students. Greater differentiation of syllabus content evident with an expectation that students gain mastery at each step of the learning ladder represented on the Learning Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>New staff will need to upskill in the implementation of the assessment tools associated with benchmarking and mapping Learning Progressions. The Mentor teacher will continue to oversee the mastery of skill for all students in literacy and numeracy. Home reading in ES1 will be established.</p>
<p>COVID ILSP</p> <p>\$159,299.68</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were disadvantaged during COVID 19 lockdowns <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals Student grouped fluidly according to the data and progressed according to performance in instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of literacy and numeracy small group tuition</p>

<p>COVID ILSP</p> <p>\$159,299.68</p>	<p>using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	346	326	304	299
Girls	274	276	266	258

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	94.3	93.3	94.8
1	94.8	95.3	91.9	92.9
2	95.5	95.3	91.4	94.3
3	95.4	95.1	93.8	94.6
4	95.3	95.5	89.4	95.2
5	96.9	96.3	93.2	95.6
6	93.3	96.3	88.4	94.9
All Years	95	95.5	91.6	94.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	21.33
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	1.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	735,806
Revenue	6,539,132
Appropriation	6,262,843
Sale of Goods and Services	-160
Grants and contributions	269,715
Investment income	1,136
Other revenue	5,598
Expenses	-6,465,708
Employee related	-5,854,316
Operating expenses	-611,392
Surplus / deficit for the year	73,424
Closing Balance	809,230

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.

	2021 SBAR Adjustments (\$)
Targeted Total	32,909
Equity Total	476,411
Equity - Aboriginal	3,594
Equity - Socio-economic	22,558
Equity - Language	234,347
Equity - Disability	215,913
Base Total	4,759,574
Base - Per Capita	147,087
Base - Location	0
Base - Other	4,612,487
Other Total	761,897
Grand Total	6,030,791

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.

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.

Tell Them From Me survey results

Student satisfaction

78% of students have friends at school they can trust is yet to show positive progress towards NSW norms which would require a 6% growth.

91% of students report that they do not get into trouble at school and display positive behaviour. This exceeds the state norm by 8%.

Parent/caregiver satisfaction

Higher scoring categories included in our focus on differentiating for students were:

7.9 Teachers listen to concerns

7.1 Teachers would inform me if my child were not making adequate progress in school subjects.

In the area of overall 'Partners in Learning' responses we are working towards a .5 increase in satisfaction.

Staff Satisfaction

The driver which has been of strong focus for our staff growth and collaborative practice was Challenging and Visible school goals

7.6 teaching Strategies

7.5 Learning Culture

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.