

2021 Annual Report

North Ryde Public School



3022

Introduction

The Annual Report for 2021 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 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.

School contact details

North Ryde Public School

Coxs Rd

North Ryde, 2113

<https://northryde-p.schools.nsw.gov.au>

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

9878 1673

School vision

North Ryde Public School is a place where the education and care of each child is of greatest importance. 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 is a place where education and student wellbeing are paramount. Our school has been an integral part of the local community for over 140 years. We are proudly continuing a tradition of academic excellence, personal responsibility and citizenship.

Our staff hold high expectations of all students and foster a passion for learning in a stimulating environment. Our teaching team is committed to ongoing professional development and the implementation of innovative learning programs. Students benefit from the active participation of parents and community members in all aspects of school life. Our shared goal is to develop students who are successful learners, critical thinkers, confident and creative individuals, and active and informed citizens.

The school has 409 students with 65% NESB students, speaking over 30 different languages. The school has doubled in the last 10 years. We currently have 17 classes.

In 2020 our school had External Validation. From the evidence and data collected, together with the situational analysis we have identified a need for data driven practices that ensure that all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction for 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.

Work will take place by reviewing and developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement across the school.

Our work with small groups and individual students will be responsive and well documented. Pre and post assessments will be carried out to assess the impact of this support.

Continual monitoring of student performance data will determine areas of need and success at the class and school level and the involvement of the whole school community in this process will be essential for success.

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>

Self-assessment using the School Excellence Framework

Elements	2021 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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, and to build strong foundations for academic success, we will further refine and sustain data-driven practices that are responsive to the learning needs of individual students.

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.

- Data Driven Practices
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning: \$1,635.17
6300 School And Community: \$10,666.00
Literacy and numeracy: \$16,130.74
COVID ILSP: \$27,041.61
Low level adjustment for disability: \$56,059.00
Socio-economic background: \$7,247.98
Literacy and numeracy intervention: \$47,089.56
English language proficiency: \$57,880.32
QTSS release: \$31,500.00

Summary of progress

Data Driven Practice

ANALYSIS: Data received from Best Start and the Year 1 Phonics Screening test showed that students were not retaining skills and strategies to improve their reading fluency. As a result we implemented the InitialLit program, with a staggered delivery to be rolled out over three years. In 2021 the PL conducted on InitialLit was undertaken by all K-1 staff in terms 1 and Yr 2 in Term 4. Executive conducted regular conversations and planning sessions with K-2 teachers to ensure that the planning for the implementation of InitialLit was effective. Teachers reported that they had increased knowledge of phonemic awareness and phonics and felt confident in delivering explicit phonics programs. We have seen positive changes in the way teaching and learning programs now incorporate explicit reading strategies which has been confirmed through classroom observations which were filmed during the lockdown. The training and resources packages have allowed teachers to become incredibly confident in their abilities to explicitly teach all components of reading within their classrooms. The unexpected impact of the recorded reading lessons has been the upskilling of parents who have commented positively on the effectiveness of the InitialLit program and how they now have a clearer understanding of how reading is taught. This has resulted in parents feeling confident to assist their children in the at-home daily reading program. The embedded assessments from InitialLit in the area of Phonics shows a significant increase student performance data from baseline data (Phonics Screener - 2020 - 72% on track, 2021 - 90.4% on track) and also in comparison to previous years of student progress data (PM Reading Levels).

IMPLICATIONS:

To move towards achieving our progress measure we need to continue to develop K-2 teacher professional knowledge in phonics and effective reading instruction and practices. through targeted professional learning. In the future we will share the skills and knowledge developed across other stage groups. We need to embed and refine ways in which we collect and analyse data on a regular basis. To further support the implementation of this program we need to purchase additional decodable readers and a mixture of predictive texts and to provide additional PL for teachers around the effective use of these resources.

Explicit Teaching

ANALYSIS: It was determined, through analysis of data that specific focus would be Vocabulary and Multiplicative Thinking. Evidence-based professional learning on "The Culture of Thinking" was delivered to staff and teaching units of work incorporating "The Culture of Thinking" were developed and implemented in the classroom. Significant progress is yet to be seen.

Similarly, professional learning on multiplicative thinking was delivered to staff but the impact is yet to be seen.

IMPLICATIONS: The return of students to school as opposed to learning from home should see increased progress due to the fact that teaching and learning can be more effectively delivered. In 2022 we will develop a model of pedagogy of explicit instruction and use that model to drive and improve teaching and learning.

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 - Reading Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be moving towards the school's lower bound system-negotiated target in reading of 71.3%.	<ul style="list-style-type: none"> • 66% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be moving towards the school's lower bound system-negotiated target in numeracy of 66.3%.	<ul style="list-style-type: none"> • 54% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Expected Growth - Reading Improvement in the percentage of students achieving expected growth in NAPLAN to be moving towards the school's lower bound system-negotiated target in reading of 76.3%.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading was 60% indicating progress toward the lower bound target.
Expected Growth - Numeracy Improvement in the percentage of students achieving expected growth in NAPLAN to be moving towards the school's lower bound system-negotiated target in numeracy of 85.5%.	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy was 77% indicating achievement progress toward the system-negotiated target.

Strategic Direction 2: Catering for diverse learners

Purpose

An integrated approach to quality teaching, curriculum planning and delivery to be responsive to the needs of students.

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.

- Differentiation
- Informed Practice

Resources allocated to this strategic direction

Integration funding support: \$52,391.00

Professional learning: \$7,264.00

QTSS release: \$5,000.00

Low level adjustment for disability: \$24,811.02

Summary of progress

In the initiative of 'Differentiation' professional learning was delivered at staff meetings and teaching staff have commenced trialling programming and practical strategies to differentiate effectively. Additional data on differentiation will be collected in 2022 and should indicate an improvement in the number of teachers embedding differentiation strategies into teaching and learning programs.

In the initiative of 'Informed Practice' all teaching staff participated in the professional learning in ASD and emotional regulation. This has assisted staff to better support students displaying ASD characteristics..

In 2022 we will continue to focus on differentiation linked to the model of pedagogy. The COGE professional learning on meeting the needs of gifted students was unable to be completed this year and will be resumed in 2022.

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
Differentiation <ul style="list-style-type: none">• Percentage of teachers that have embedded differentiation strategies into their teaching and learning programs and classroom practice is moving towards the school identified target of 100%.	Analysis of teaching and learning programs indicates that the majority of teachers have embedded differentiation strategies into their some teaching and learning programs and classroom practice at varying levels which indicates a movement towards the school identified target of 100%.
Informed Practice <ul style="list-style-type: none">• Percentage of staff implementing and embedding practices that support student emotional regulation is moving towards the school identified target of 100%.• Percentage of students that have learning goals that support their academic achievement is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Classroom observations indicate that 100% of teachers are implementing and embedding some practices that support student emotional regulation and we will continue to expand on this over coming years.• Survey of teachers indicates that 100% of students co-developed (student & teacher) 3 learning goals (literacy, numeracy, social/wellbeing).

Strategic Direction 3: Collaboration

Purpose

Creating a school culture that promotes collaboration and sharing through evidence-informed practices.

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 Practice and Future Focused Learning
- Strong Partnerships
- Strengthening Our Aboriginal Partnerships

Resources allocated to this strategic direction

6300 School And Community: \$151,200.00

QTSS release: \$8,058.47

Summary of progress

In the initiative of 'Collaborative Practice and Future Focused Learning', the initiatives have been placed on hold due to the delayed delivery of VR 3D Goggles.

In the initiative of 'Strong Partnerships' limited opportunities have arisen to engage parents other than through Zoom meetings which has meant that this initiative has been carried over until 2022.

In the initiative 'Strengthening Our Aboriginal Partnerships', initial inquiries have been made into seeking knowledge about the local Wallumedegal people. Further inquiries and developments will be explored in 2022.

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
Collaborative Practice and Future Focused Learning <ul style="list-style-type: none">• Percentage of teachers regularly engaging in collaborative planning, reflection and evaluation of teaching and learning programs and student achievement is moving towards the school identified target of 100%.• Percentage of teachers embedding technology into teaching and learning programs to improve and enhance student engagement and outcomes is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Delayed initiatives in terms 3 and 4 have required this work to be postponed to 2022. To date the number of planning sessions throughout at home learning was frequent and allowed teaching staff to support students and ensure continuity of learning.• Survey of teaching staff indicated that the majority of teachers embed some form of technology into teaching and learning programs and is an area we plan to develop teacher capacity in over the coming years.
Parent engagement <ul style="list-style-type: none">• In the theme of 'Parent Engagement' in the element of Reporting, the school is moving towards the level of Excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none">• Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.• The enhancement of reporting to parents is yet to be achieved.• The movement towards the level of Excelling as measured by the School Excellence Framework has not yet been achieved.
Attendance <ul style="list-style-type: none">• Increased percentage of students attending school more than 90% of the time to be moving towards the school's	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased from 2020 (74.8%) to 2021 (86.6%).

lower bound system negotiated target of 90.2%	
Aboriginal Education <ul style="list-style-type: none"> Percentage of teachers embedding Aboriginal Perspectives into teaching and learning programs is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> Survey of teaching staff indicated that majority of teachers embed Aboriginal Perspectives into some teaching and learning programs and will be a focus for our school to develop teacher capacity and confidence in this area across all Key Learning Areas.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$70,632.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North 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"> • Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • All teachers complete a 5 hour ASD course SLSO to complete a two hour ASD course Interested teachers offered an optional 3 hours Understanding Emotional Regulation Behaviour plans are written and revised to ensure common language and strategies Buying additional research materials for teachers and SLSO to read and use Buy additional Sensory toys to ensure classrooms have age appropriate resources Targeted teachers are released to create behaviour plans, risk assessments and social stories for some students. • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. The Learning Support team to supporting the implementation of a whole school approach to improve pedagogy and understanding of students with Autism (ASD) This approach ensured we are using evidenced based strategies to support students with ASD.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to create optimal learning conditions for learning we will formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of 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 which will lead to improved learning outcomes.</p>
<p>Socio-economic background</p> <p>\$7,247.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • subsidising of school activities and essential resources such as incursions and sport to ensure equity <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$7,247.98</p>	<p>* greater financial support and utilisation of human resources for student wellbeing and those requiring additional support</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* continuing to support those students by providing access to school activities and essential resources, ensuring equity for all</p>
<p>English language proficiency</p> <p>\$147,574.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North 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"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in:</p> <p>consistent growth of students demonstrating increased proficiency in their development of the English language.</p> <p>student progress showing growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth.</p> <p>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:</p> <p>continue to use to data to inform the English language development of students identified as EAL/D.</p> <p>continue the focus on differentiation to support the proficiency of EAL/D students</p> <p>to capitalise on teacher confidence and their capacity to design integrated units of work that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</p> <p>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.</p>
<p>Low level adjustment for disability</p> <p>\$80,870.02</p>	<p>Low level adjustment for disability equity loading provides support for students at North 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"> • Data Driven Practices • Informed Practice <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Initialit, MacqLit and MiniLit to increase learning outcomes <p>The allocation of this funding has resulted in:</p> <p>* improved learning outcomes in literacy for students with disability</p>

<p>Low level adjustment for disability</p> <p>\$80,870.02</p>	<ul style="list-style-type: none"> * an increase of students achieving at or above expected growth in NAPLAN results * 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>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to further expand the impact of the learning support team, by providing additional support for identified students through the employment of trained SLSOs * continue to provide learning adjustments and differentiation to meet student needs
<p>QTSS release</p> <p>\$74,558.47</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North 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"> • Explicit Teaching • Informed Practice • Collaborative Practice and Future Focused Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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> <ul style="list-style-type: none"> * improved capacity of staff to support the teaching of numeracy and vocabulary in classrooms through strong programs of professional learning * staff demonstrating the ability to better support students presenting with ASD diagnosis or characteristics through professional learning in Autism Spectrum Disorder and 'Understanding Emotional Regulation * improved technology support ensuring that all students have access to fully functional technology * improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue to release staff to support the initiatives of the School Improvement Plan, particularly with technology * to supplement staffing to support the initiatives of the School Improvement Plan * employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy
<p>COVID ILSP</p> <p>\$27,041.61</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"> • Data Driven Practices <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

<p>COVID ILSP</p> <p>\$27,041.61</p>	<ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in numeracy. • providing intensive small group tuition for identified students • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition 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>
<p>Literacy and numeracy</p> <p>\$16,130.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at North Ryde Public School from Kindergarten to Year 6.</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"> • Data Driven Practices <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * positive changes in the way teaching and learning programs now incorporate explicit reading strategies * increased capacity to explicitly teach all components of reading within their classrooms <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the next phase of Initialit training, which will be rolled out to Year 2 teachers in 2022 * purchase further resources to support the teaching of Initialit
<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 North 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • 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 <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>* differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>* improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs</p>
--	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	189	209	195	203
Girls	194	211	197	194

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	95	95.1	94.2
1	95.4	94	93.6	95.2
2	93.7	92.5	95.6	95
3	95.3	93.8	92.8	95.2
4	95.8	96.4	93.3	94.3
5	96.4	94.8	95	94.7
6	93.5	95.8	95.6	93.5
All Years	95.2	94.5	94.4	94.6
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
Assistant Principal(s)	4
Classroom Teacher(s)	14.04
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	3.12

*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	693,599
Revenue	3,839,169
Appropriation	3,500,386
Sale of Goods and Services	8,195
Grants and contributions	329,001
Investment income	1,187
Other revenue	400
Expenses	-3,864,709
Employee related	-3,268,928
Operating expenses	-595,781
Surplus / deficit for the year	-25,540
Closing Balance	668,058

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	70,632
Equity Total	235,693
Equity - Aboriginal	0
Equity - Socio-economic	7,248
Equity - Language	147,575
Equity - Disability	80,870
Base Total	2,895,463
Base - Per Capita	96,635
Base - Location	0
Base - Other	2,798,828
Other Total	213,931
Grand Total	3,415,718

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

In 2021, there were 159 student participants in the Tell Them From Me Survey, from Years 4, 5 and 6.

In relation to social-emotional outcomes, North Ryde students generally had higher or significantly higher percentages than the state average.

Particularly high areas were:

- Student participation in school sports 88% (5 above state average)
- Students with positive relationships 88% (3 above state average)
- Students with positive homework behaviours 69% (6 above state average)
- Students with positive behaviour at school 94% (11 above state average)

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 31% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 39% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 25% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 5% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Students who are victims of bullying - 21% of students who indicated that they are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. This is 15% lower than the state mean.

Student perseverance levels - The extent to which students can pursue their goals to completion, even when faced with obstacles. Results indicated that students had less resilience than the state average. 41% compared to 48%.

Parent Responses

In 2021, there were 14 respondents to the Tell Them From Me Survey for parents. This could be about 3.5% of the parents. While there were definitely some very positive responses, there are areas, which we need to investigate further in 2022.

Positive aspects were that the 'School supports positive behaviour' (8.1) as opposed to the NSW Government Norm of (7.7) and 'Safety at school' (8.0) as opposed to the NSW Government Norm of (7.4) were highlights.

The section 'Parents are informed' was only 6.4 (6.6 state norm). There appeared to be issues related to being informed about their child's progress in school subjects and also their social and emotional development. It is clear the lockdown may have influenced the survey. However, further communication opportunities will be put in place in 2022 to ensure clearer and timely information.

The survey section involving parents supporting learning at home (6.0) was below the NSW Government Norm (6.3) and this may be attributed to parents working long hours.

There were excellent responses relating to the school facilities - all over 85% and 86% would recommend the school to other parents.

Teacher Responses

In 2021, 22 respondents completed the Teacher Survey.

The teacher responses were generally very positive:

- Leadership 6.9 (compared to the state norm 7.1)
- Collaboration 7.5 (7.8)
- Learning Culture 8.1 (8.0)
- Data Informs Practice 7.7 (7.8)
- Teaching Strategies 8.1 (7.9)
- Technology 6.1 (6.7)
- Inclusive School 8.2 (8.2)
- Parent Involvement 6.9 (6.8)
- Challenging and Visible Goals 7.3 (7.5)
- Planned Learning Opportunities 7.5 (7.6)
- Quality Feedback 7.2 (7.3)

- Overcoming Obstacles to Learning 7.7 (7.7)

An area which may need improvement is:

- Technology 6.1 (state norm 6.7)

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.