

# 2021 Annual Report

West Ryde Public School

*Mind*  
**Nurturing**  
*Person*



3023

# Introduction

The Annual Report for 2021 is provided to the community of West 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

---

West Ryde Public School

Endeavour St

West Ryde, 2114

[www.westryde-p.schools.nsw.edu.au](http://www.westryde-p.schools.nsw.edu.au)

[westryde-p.school@det.nsw.edu.au](mailto:westryde-p.school@det.nsw.edu.au)

9874 2515

## School vision

At West Ryde Public School we believe in nurturing an individual's mind and nurturing the person to be the best they can be, in an inclusive and high expectation environment, where nothing is left unattempted. Our vision is to work together as a collective to ensure that all students become confident, self-directed and successful learners.

## School context

West Ryde Public School is proud to be part of the NSW Department of Education, located in the North-Western suburbs of Sydney. We are a large multicultural school with over 85% of our students coming from a language background other than English. Our school is proud of our cultural diversity, with three community languages being offered to all students K-6. We pride ourselves on our 'Learning Culture'; our focus is on learning, the building of educational aspiration, and ongoing performance improvement throughout the school community. (SEF- LC - Excelling.)

Our school is driven by our collective mission to nurture the minds of our students and to nurture the person. This concept also applies to our staff and community, keeping our students at the centre of our school plan. We strive to grow our school forward using evidence and data (SEF - D - Sustaining and Growing, SPM - Delivering, A - Sustaining and Growing) by focusing on improving student academic performance and having consistent performance measures to demonstrate student growth in reading and numeracy. We strive to strengthen our strategic and planned approach to wellbeing (SEF- W - Sustaining and Growing), ensuring all students connect, succeed, thrive and learn.

Our school culture and belief is underpinned by our guiding principles of 'nothing left unattempted', through 'respect, responsible, learners, quality', both of which form the backbone of our 'Positive Behaviour for Learning' strategy which guides the expectations of our school behaviour code.

With high expectations, the school offers a broad curriculum with choice and diversity focusing on academic, technological, sporting, creative, performing, social and leadership opportunities and experiences for all students. Our staff is committed to ongoing high-impact professional learning (SEF - LD - Sustaining and Growing) through our 'Collaborative Practice Conference' model. Staff demonstrate a personal responsibility for maintaining and developing their professional standards to maximise the impact of students' learning. (SEF - ECP - Sustaining and Growing, PS - Sustaining and Growing.)

We pride ourselves on our strength as a school community to support the needs of individual students by utilising our professional networks and community resources in providing quality learning experiences and opportunities for our students and teachers. The cohesiveness of our school community is reflected not only in the physical environment where students work proudly in our diverse cultural mix, but in the professional conversations between all members of the West Ryde Learning Community.

As a growing school, we are very proud of our school and work together collaboratively by keeping our focus on improving student outcomes. Our plan references the following Department of Education documents:

### **School Excellence Framework (SEF)**

Data Skills and Use (D), Professional Standards (PS), Learning and Development (LD), Educational Leadership (EL), School Planning, Implementation and Monitoring (SIM), School Resources (SR), Management Practices (MP), Learning Culture (LC), Wellbeing (W), Curriculum (C), Assessment (A), Reporting (R), Student Performance Measures (SPM), Effective Classroom Practice (ECP)

### **What Works Best (WWB)**

High Expectations (1), Explicit Teaching (2), Effective Feedback (3), Use of Data to Inform Practice (4), Assessment (5), Classroom Management (6), Wellbeing (7), Collaboration (8)



## 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

---

Nurturing the mind - Maximise student learning outcomes in reading and numeracy and build strong foundations for academic success. We will further develop and refine data-driven teaching 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.

- Teacher Professional Learning that improves the teaching of literacy and numeracy
- Engaging and challenging all students in learning
- Data skills and use driving practice

### Resources allocated to this strategic direction

---

**Professional learning:** \$18,000.00

**Literacy and numeracy:** \$43,500.00

**QTSS release:** \$122,993.00

**Literacy and numeracy intervention:** \$47,090.00

### Summary of progress

---

#### Teacher Professional Learning that improves the teaching of literacy and numeracy

In Term 1 and 2 2021 planned activities were implemented according to the timeline outlined in Strategic Direction One. This supported a collective staff focus that was facilitated by reflective pedagogy to develop quality reading (comprehension) and numeracy programs supported by high impact professional learning. This focus and the impact on teaching and learning is demonstrated in the variety of evidence gathered. In Term 3, during learning from home, professional learning shifted to stage-base focus areas to upskill and drive continuous improvement whilst remote learning. In Term 4, once staff returned face-to-face, the weekly CPC sessions were held as a whole school (with stage based breakout rooms) which re-focused and enhanced the teaching of literacy and numeracy across all grades.

#### Literacy

79 Year 3 students and 57 Year 5 students sat for the 2021 National Assessment Program in reading. In Year 3 West Ryde's overall percentage in the top 2 bands is 70.5%. The state average in reading is 54.1%. In Year 5 West Ryde's overall percentage in the top 2 bands is 66.3%. The state average in reading is 39.4%. The school performed well above the state average in all aspects of literacy in both Year 3 and Year 5. The percentage of WRPS Year 5 students at or above percentage growth is 72.22% compared to the state result of 63.4%. Our commitment to ensuring every student improves every year is illustrated with students achieving these results in literacy. Programs have been developed to target students who obtained below expected growth to assist them in making progress with their learning in 2022. There will be a continued focus in 2022 on delivering high impact professional learning to build staff capacity and embed quality teaching pedagogies.

#### Numeracy

75 Year 3 students and 58 Year 5 students sat for the 2021 National Assessment Program in numeracy. In Year 3 West Ryde's overall percentage in the top 2 bands is 67.6%. The state average in numeracy is 39.1%. In Year 5 the overall percentage in the top 2 bands is 59.3%. The state average in numeracy is 32.3%. The school performed well above the state average in numeracy. The percentage of WRPS Year 5 students at or above percentage growth is 71.8% compared to the state result of 57.4%. Our commitment to ensuring every student improves every year is illustrated with students achieving these results in numeracy. Programs have been developed to target students who obtained below expected growth to assist them in making progress with their learning in 2022. There will be a continued focus in 2022 on delivering high impact professional learning to build staff capacity (through incorporation of mathematics in the weekly CPC sessions) and embed quality teaching pedagogies.

### Engaging and challenging all students in learning

In Term 1 and 2 2021 planned activities were implemented according to the timeline outlined in Strategic Direction One. A High Performance & Gifted Education (HPGE) committee was formed, and whole school high impact professional learning was undertaken. Staff, students and the community were involved in the consultation period for what HPGE will look like at WRPS. The committee established engaging and challenging activities and groups to support student learning and upskill staff. During Learning from Home, the HPGE continued to support both staff and students through ongoing PL, creation of enrichment tasks and holding HPGE zoom sessions for identified students. When we returned to face-to-face in Term 4, the focus was re-directed and HPGE will be revitalised in 2022 to make a sustainable system.

### Data skills and use driving practice

In 2021, staff refined their knowledge of formative and summative assessments through ongoing PL in stage meetings. Teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. This rigorous practice continued during Learning from Home, ensuring all students continued to develop their learning outcomes. The internal data source for the WRPS' Data dashboard is the Fountas & Pinnell Comprehension levels and EALD progressions. 100% of classroom teachers have a sound understanding of student assessment and data concepts as shown through stage meeting discussions and meeting minutes.

### Future directions

- Continuation of our explicit literacy programs and weekly staff Comprehension PL (via CPC meetings) will support a movement of students to higher bands which will result in an increased number of students achieving in the top 2 bands in 2022.
- Introduction of mathematics into the weekly staff CPC meetings, focusing on best practice pedagogy in numeracy. Staff will engage in high impact professional learning to support student growth and achievement.
- Refining of HPGE systems and process to further extend and enrich identified students.
- Introduction of a AP IL for mathematics

### 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
• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN in numeracy increasing to 64.74% towards the lower bond system-negotiated target.	• Data indicates 63.96% of students are in the top two skill bands for numeracy which is an increase of 4.41% against baseline data of 68.37%.
• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN in reading increasing to 68.37% towards the lower bond system-negotiated target.	• Data indicates 68.69% of students are in the top two skill bands for reading which is an increase of 0.32% against baseline data of 68.37%.
• Achieving annual trajectory of target % of students achieving expected Growth in Reading of 61.40%.	• Data indicates that 73.85% of students achieved the expected growth in reading, which far exceeded both the lower bound and upper bound targets.
• Achieving annual trajectory of target % of students achieving expected Growth in Numeracy of 56.79%.	• Data indicates that 71.21% of students achieved the expected growth in Numeracy, which far exceeded the annual trajectory.
• Sustaining and growing in the theme 'Data skills and use' and 'Learning Development'.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development and at sustaining and growing in the element of data skills and use.



### Purpose

---

Nurturing the person - Support cognitive, social, emotional and physical wellbeing to develop confident and resilient 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.

- Every minute counts
- Positive Behaviour for Engaging Learners
- A planned approach to wellbeing

### Resources allocated to this strategic direction

---

Professional learning: \$12,500.00

### Summary of progress

---

#### EVERY MINUTE COUNTS

In Semester One, consultations were held with the HSLO to begin the process of analysing West Ryde Public School's attendance practices. Subsequent tightening and reviewing practices, planned for Semester Two, to improve student attendance were delayed due to the Learning From Home period in Term 3 of 2021. Regular professional learning opportunities were provided throughout the Learning From Home period and once we returned to face to face teaching to ensure that teachers understood processes for recording and following up attendance practices. Audits of attendance data was conducted termly, with stage groups analysing and address attendance concerns. Students attending school 90% of the time saw a growth of 6.3% from Semester One (90.6%) to Semester 2 (96.9%).

#### POSITIVE BEHAVIOUR FOR ENGAGING LEARNERS

As an initial measure to establish communal expectations for behaviour across West Ryde Public School's shared outdoor spaces, staff participated in jointly constructing a PBEL playground behaviour matrix. A staff PBEL action team was formed, however did not action the creation of the behaviour matrix for all settings in consultation with staff, students and the community due to Learning From Home period. Furthermore, refining and clarifying the schools behaviour management processes around recording and referring was also delayed. Subsequently explicit learning plans for teaching expectations was not developed.

#### A PLANNED APPROACH TO WELLBEING

By the end of Semester One in 2021, students were engaging in FORGE Wellbeing surveys and draft systems were established for delivering and responding to the collected data. Due to Learning From Home and difficulties in meeting to analyse data, processes around analysing data at a stage level and incorporating the data into LaST referrals was delayed. The Learning and Support Team processes for referring students of concern were revised and Learning Support Referral Process flowchart was created. The Wellbeing team begun creating grade based Scope and Sequence documents for delivering the new PDHPE syllabus, however due to a change in the Key Learning Areas that were required to be taught during Learning From Home, this action was not completed. Transition support for students starting school in 2022 occurred virtually, due to COVID restrictions that were in place. Tell Them From Me data indicates, that despite an interrupted year, there has been an increase in positive sense of wellbeing in advocacy (92% in 2021 compared to 88% in 2020), expectations for success (98% in 2021 compared to 97% in 2020) and sense of belonging. (78% in 2021 compared to 69% in 2020).

## Future Directions

- Attendance procedures revised at executive level
- PBEL lessons created to explicitly teach attendance routines and expectations to students
- 2022 PBEL action team to be formed
- PBEL all settings matrix created in consultation with all vested parties
- Clarification and refining of the school wide behaviour management processes
- PBEL lesson plans on a school wide scope and sequence
- Professional Learning on how to refer students of concern to the LaST through use of the flowchart
- Creation of the PDHPE Scope and Sequence K-6
- PDHPE units of work created that aligned to the Scope and Sequence document
- Transition programs for students moving from Year 6 to Year 7
- FORGE wellbeing data shared at transition points.
- Transition plans for students encompasses FORGE wellbeing data

## 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
<ul style="list-style-type: none"> <li>• Increase the percentage of students attending school more than 90% of the time to fall between the lower bound target of 90.41% and the upper bound target of 94.11%.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has increased by 8.1% from 87.2% in 2020 to 95.3% in 2021. We exceeded our upper bound target. This could be attributed to the Learning From Home period in Semester Two, 2021.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase overall TTFM Wellbeing data to be fall between 84.65% and 86.95%.</li> </ul>	<ul style="list-style-type: none"> <li>• 2021 Tell them From Me data indicates that 89.13% of students report a positive sense of wellbeing, which is well above the agreed upper bound target of 86.95%</li> </ul>



### Purpose

---

To establish a culture of high performing teachers where student learning is underpinned by high quality teaching through commitment to collaboration and continuous school improvement. Our aim is to drive strong strategic and effective leadership that fosters a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

### 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.

- Learning partnerships
- Contemporary learning practices
- Leadership pathways

### Resources allocated to this strategic direction

---

**Professional learning:** \$11,500.00

### Summary of progress

---

#### Learning partnerships

As part of the University of Newcastle Quality Teaching Rounds project, identified staff were put into the 'wait list group' and as such have not engaged in any Quality Teaching Rounds professional learning. The data collected will be used as a measure of the effectiveness, participation in QTR has on improving student outcomes. The focus on learning partnerships across schools to improve curriculum provisions for students K-6 has proven challenging this year due to the delays with COVID. Communication and plans to enhance teaching and learning were organised to support academic transition between Primary School and High School. Professional learning communities have enhanced teacher capacity and student outcomes through CPCs. A renewed focus on observations and feedback in line with the Quality Teaching Framework will continue to support the enhancement of the curriculum.

#### Contemporary learning practices

The digital education team was formed and established a vision over the four year cycle. In consultation with digital education advisors and the ACARA Digital Capabilities framework, brainstorming has begun for the K-6 Scope and Sequence. Delays due to COVID, and a narrowed focus on literacy and numeracy to support students as they return was established. Contemporary learning practices and professional learning is underway and staff in the strategic team are currently upskilling their leadership skills to support their colleagues in enhancing teaching and learning within their learning spaces.

#### Leadership pathways

All aspiring leaders and school executive embraced the professional learning with the School Leadership Institute, focused on building the capacity of middle leaders and teacher leaders. Leaders reviewed their school and personal leadership capacity and worked with their mentor to develop themselves. Additionally, school executive and aspiring leaders engaged in growth coaching to have meaningful conversations in developing in line with their goals. A draft plan has been devised to support teachers on their accreditation journey, with a focus on Highly Accomplished and Lead. Delays meant that schools could not cross networks, so it was decided to hold off until 2022.

### Future Directions

- Quality Teaching Rounds professional learning to be undertaken
- Bridging The Gap to commence in 2022 between Stage 3 and 4
- The K-6 Draft Scope and Sequence will be trialled and be moved into a consultation phase
- SD3 team members will lead stage meetings focused on improving contemporary learning practices
- Develop the aspiring leaders team at WRPS and use the SLIF as a framework to support their development
- Commence the Ryde HALT Network
- Continue Growth Coaching PL and embed that into our PDP cycle

### 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
<ul style="list-style-type: none"> <li>• Staff participating in the Quality Teaching Rounds program continue to engage in regular (non-QTR) school-based professional learning as part of the Waitlist Control Group.</li> <li>• A learning alliance with a local high school has been formed and strengthened.</li> <li>• Teams engage in professional dialogue as Professional Learning Communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning is scheduled for 2022 as part of the waitlist control group.</li> <li>• Delay in implementing initiatives in Term 3 have required this work to be postponed to 2022. To date there has been communication made with the local feeder High School, however staff were unable to collaborate across schools to fulfil this progress measure.</li> <li>• 100% of staff have actively collaborated with practitioners from within our school to reflect and improve upon teaching practice with particular emphasis on literacy and numeracy.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• A K-6 scope and sequence on Digital Technology has been developed using ACARA's ICT Capability learning continuum and the learning needs of students.</li> <li>• A strong team of teachers/leaders have engaged in professional learning to enhance their own practices in contemporary teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Delay in implementing initiatives in term 3 have required this work to be postponed to 2022.</li> <li>• 80% of staff on the strategic team have completed the professional learning "Leading Collaborative Practice", delay in implementing in term 3 and 4 have required this work to be postponed to 2022.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.</li> </ul>
<ul style="list-style-type: none"> <li>• Future leaders have been identified and have been supported through one rotation of the SLIF Development Cycle with their mentor.</li> <li>• The leadership team and future leaders engage in growth coaching and use the model to facilitate conversions with their mentors.</li> <li>• All teachers are at or working towards Proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of all aspiring leaders and school executive participated in all modules as part of the pilot program for the School Leadership Institute Framework and embedded this leadership in their strategic directions plans.</li> <li>• 100% of all school executive and aspiring leaders engaged in Growth Coaching and worked across networks to enhance their capacity to support teachers to improve teaching practice. Delay in implementing initiatives in term 3 have required this work to be postponed, with a systematic approach being devised in 2022.</li> <li>• Delay in implementing initiatives in term 3 have required this work to be postponed to 2022. Preliminary discussions about a Ryde Highly Accomplished/ Lead Network were held and plans for implementation moved back to 2022.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of educational leadership.</li> </ul>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Release time to engage staff in targeted professional learning</li> <li>• Employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> New arrival students were able to adjust quickly to school life in Australia. The funds contributed to the school's wellbeing program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The next step is to continue to strengthen opportunities new arrivals to develop their social skills to connect with their peers within the playground.</p>
<p>New Arrivals Program</p> <p>\$22,000.00</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 West Ryde Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* All eligible students demonstrating progress towards their personalised learning goals with achieving English language proficiency.</li> <li>* During Learning from Home, specialist teachers conducted regular zoom intervention sessions to support students with their reading and speaking/listening.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continued intervention in targeted small groups as required, or specialist in-class support to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</li> <li>* Targeted professional learning to upskill all staff with strategies to support NAP students.</li> </ul>
<p>Integration funding support</p> <p>\$82,594.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Ryde Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>Integration funding support</p> <p>\$82,594.00</p>	<ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Staffing release for targeted professional learning around [course]</li> <li>• Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• Employment of staff to provide additional support for students who have high-level learning needs</li> <li>• Implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* All eligible students receiving targeted in class / playground support with trained SLSOs</li> <li>* Supporting the progress towards their personalised learning goals</li> <li>* During learning from home, funding was utilised to support students wellbeing (with an option to attend site as needed) or via the SLSOs undertaking regular wellbeing calls</li> <li>* Five students received direct support within the classroom and playground utilising their allocated integration funding, three students left the school and a budget adjustment of \$55,827 was completed..</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Holding regular PLaSP meetings with all stakeholders to ensure student needs are being met</li> <li>* Continued SLSO support in the classroom / playground as needed</li> <li>* Intervention programs as needed in consultation with LaST and LST</li> </ul>
<p>Socio-economic background</p> <p>\$12,888.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Ryde Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement COVID ISL program to support identified students with additional needs</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Targeted students (COVID ILSP) receiving intervention (3 days when on site and 5 days during LFH) for comprehension development which resulted in all students showing growth of 2 levels or more with their reading comprehension</li> <li>* All students being able to participate in school activities and events (sporting, excursions etc)</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continued supplementation of the COVID ILSP program and specialist staffing to provide ongoing targeted support for identified students to support our trajectory of achieving targets</li> <li>* Provide ongoing welfare support for identified families and students</li> </ul>
<p>English language proficiency</p> <p>\$291,507.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Ryde Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>English language proficiency</p> <p>\$291,507.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• Additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• Additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• Withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* All EALD students receiving targeted support both in-class and withdrawal to support their learning</li> <li>* EALD teachers creating programs and activities which were utilised during LFH as well as providing daily targeted zoom sessions for students</li> <li>* EALD students are more confident and prepared to take risks with their language use as noted in teacher observations</li> <li>* Identified staff attended PL on the EALD progressions</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Upskill classroom teachers with strategies to differentiate programs to cater to the needs and learning styles of all students</li> <li>* Further PL for all staff on working with the EALD progressions</li> <li>* Continued employed of specialist staff to provide ongoing targeted intervention and support for EALD students</li> </ul>
<p>Low level adjustment for disability</p> <p>\$112,734.00</p>	<p>Low level adjustment for disability equity loading provides support for students at West Ryde Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• Engaging a learning and support teacher to work with individual students and class teachers to support programs</li> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* One full time Learning Support Teacher to work with students and staff K-6 resulting in targeted programs and team teaching opportunities to supported students development</li> <li>* Fund additional SLSO time to support identified students resulting in greater engagement in the classroom</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* To further expand the impact of the LST the school will continue to support identified students through the employment of trained SLSO and additional LaST time (to have a full time LaST).</li> </ul>
<p>Professional learning</p> <p>\$42,000.00</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 West Ryde Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Professional learning</p> <p>\$42,000.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Teacher Professional Learning that improves the teaching of literacy and numeracy</li> <li>• Every minute counts</li> <li>• Learning partnerships</li> <li>• Contemporary learning practices</li> <li>• Leadership pathways</li> <li>• A planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Whole school, stage and individual PL sessions to support PDPs and our Strategic Directions</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Increase capacity of all teachers to embed effective practices in literacy, numeracy and self-identified PL areas (as reflected in PDPs)</li> <li>* PL on the new data dashboard undertaken with executive team and disseminated to whole school in a staff PL session run internally</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* External data literacy skills PL to be implemented in 2022 (due to LFH and external providers not on site in 2021)</li> <li>* Personalised and targeted PL inline with PDPs and school plans</li> </ul>
<p>Literacy and numeracy</p> <p>\$43,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at West Ryde Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Teacher Professional Learning that improves the teaching of literacy and numeracy</li> <li>• Engaging and challenging all students in learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 2 x staff off class on Fridays to establish and manage HPGE implementation 2021</li> <li>• Weekly CPC meetings with all staff in Semester One to refine teaching of reading and improve student outcomes</li> <li>• 3 x staff undertaking PMSI coaching to improve numeracy outcomes for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Increase in average benchmark levels and student growth in comprehension, with all students making progress across the year (including a substantial number of students who made exponential growth of 4 levels or more)</li> <li>* 3 trained coaches in PMSI</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* The employment of an AP IL to drive the implementation of the maths (PMSI) approach</li> <li>* Continued IL for comprehension through CPC sessions</li> <li>* Introduction of IL CPC for mathematics</li> </ul>
<p>QTSS release</p> <p>\$122,993.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Ryde Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release</p> <p>\$122,993.00</p>	<ul style="list-style-type: none"> <li>• Teacher Professional Learning that improves the teaching of literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support classroom programs</li> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum (DPIL)</li> <li>• Additional teaching staff to implement quality teaching initiatives (teacher mentor)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* ECTs receiving additional, ongoing support with our teacher mentor to improve teaching practice and student outcomes</li> <li>* DPIL to support the weekly CPC teacher PL to drive comprehension progression for all students</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continued employment of the DPIL to conduct and lead high-level CPC sessions</li> <li>* Time for APs to undertake IL role with stages</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at West Ryde Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Teacher Professional Learning that improves the teaching of literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• Employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* ECTs receiving additional, ongoing support with our teacher mentor to improve teaching practice and student outcomes</li> <li>* DPIL to support the weekly CPC teacher PL to drive comprehension progression for all students</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continued employment of DPIL as well as an APIL to support student growth in comprehension and numeracy</li> </ul>
<p>COVID ILSP</p> <p>\$47,692.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Providing targeted, explicit instruction for student groups in</li> </ul>

COVID ILSP

\$47,692.00

literacy/numeracy - [focus area - comprehension]

- Employing staff to provide online tuition to student groups in literacy/numeracy - [focus area - comprehension (during LFH)]
- Employment of additional staff to support the monitoring of COVID ILSP funding

**The allocation of this funding has resulted in:**

- \* Targeted support for students (both face to face and during LFH) to enhance their comprehension, resulting in all students progressing at least 2 levels during the intervention program

**After evaluation, the next steps to support our students with this funding will be:**

- \* Continue the implementation of literacy small group tuition using data sources (F&P / Check in) to identify specific student need



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	344	362	333	331
Girls	325	329	301	301

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	93.7	94.1	95.9
1	95.8	93.5	93.4	94.9
2	95.6	94.9	94.7	96.3
3	95.6	94.3	92.5	96.3
4	95.3	94.4	94	97.2
5	96.2	95.8	93.6	95.4
6	95.7	94	94.7	96.2
All Years	95.6	94.3	93.8	96
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)	4
Classroom Teacher(s)	24.33
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	2
School Administration and Support Staff	4.06
Other Positions	2

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	849,284
<b>Revenue</b>	5,990,170
Appropriation	5,638,876
Sale of Goods and Services	34,998
Grants and contributions	314,353
Investment income	1,544
Other revenue	400
<b>Expenses</b>	-6,333,950
Employee related	-5,416,155
Operating expenses	-917,796
<b>Surplus / deficit for the year</b>	-343,780
<b>Closing Balance</b>	505,504

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	138,167
<b>Equity Total</b>	412,252
Equity - Aboriginal	0
Equity - Socio-economic	12,888
Equity - Language	286,630
Equity - Disability	112,735
<b>Base Total</b>	4,480,757
Base - Per Capita	156,292
Base - Location	0
Base - Other	4,324,465
<b>Other Total</b>	553,398
<b>Grand Total</b>	5,584,575

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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of our parents, students and staff to ensure we are working to achieve the best results for all our students. In 2021, we once again utilised the CESE 'Tell Them From Me' surveys to gather information. Data is collated electronically and a mean for each of the seven ranked domains provided. **Each ranking is out of 10.**

### Parents

Parents and carers were invited to provide feedback based on their satisfaction level with the school. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

In 2021, 66 surveys were completed by members of the school community. This is down from our usual average in previous years. The survey included seven separate measures, which were scored on a ten-point scale.

The key responses include:

\* The school mean was above the NSW Government schools norm in four domains - parents are informed, parents support learning at home, safety at school and inclusive school.

\* A mean of 6.9 of parents agree that West Ryde Public School is a welcoming school where parents: can easily speak to teachers; are well informed about school activities; and teachers listen to concerns. This is an increase from the 2020 school mean.

\* A mean of 6.8 of parents feel well informed, which is well above the NSW Government schools norm of 6.6 and an increase from the 2020 school mean. West Ryde Public School parents feel they are well informed about their child's academic, behavioural and social/emotional development. Parents would like to gain a deeper understanding about opportunities available for their child's future.

\* A mean of 7.5 of parents believe that West Ryde Public School is an inclusive and safe school. Parents feel that: the teachers help students build positive relationships; staff take an active role in making sure all students are included in school activities; and that their child feels safe at school.

### Students

Students were invited to provide feedback based on their satisfaction level with the school. 239 students from Years 4-6 completed the satisfaction survey. Students completed the survey in April and September and their feelings collated in each survey. Key findings include:

\* 50% of students participate in extra-curricular activities, which is an increase from 47% in 2020.

\* 95% of students demonstrate positive behaviour at school, which is above the NSW Government schools average of 83%

\* 89% of students try hard to succeed in their learning, which is comparable to the NSW Government schools average of 88%.

\* 83% of Year Four students are interested and motivated in their learning, however the school mean is 81% overall showing a slight decline in motivation as students get older. This overall result is above with NSW Government schools average of 78%.

The school mean for rigor is 8.1 meaning that students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. This is above the NSW Government schools mean norm of 7.5. The school mean is also higher than the NSW Government schools mean norm for: relevance of concepts taught (8.3).

The school mean for advocacy is 8.4. This shows that students feel they have someone at school who consistently provides encouragements and can be turned to for advice. This is well above the state mean of 7.7.

### Staff

Staff were invited to provide feedback based on their satisfaction level with the school. 35 teachers participated in the survey in 2021.

\* The school mean for collaboration is 7.9 showing that teachers work with other teachers in developing cross-curricular or common learning opportunities and talk with other teachers about strategies that increase student engagement.

\* There is a norm of 9.1 for establishing clear expectations for classroom behaviour and teachers striving to understand individual needs of their students. This is an increase from 8.9 in 2020.

\* There is a mean of 7.8 of staff feeling they work with leaders to create a safe and orderly school environment and that they feel supported at work.

\* There is a mean of 8.5 of staff discussing individual learning with students and other staff members to increase engagement and success.

\* Overall, teachers identified authentic integration of technology to enhance student learning as an area of focus for 2022 and beyond.



# 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.

## Aboriginal Education - School statement

---

As the school has no Indigenous students, the school is actively involved with the City Country Alliance of School. The aim is to connect students and teachers across NSW. Students and teachers engage with Indigenous Elders on country.

The unique sense of identity of Aboriginal and Torres Strait Islander peoples is seen as a vital cross-curriculum priority at West Ryde Public School. Throughout 2021, students across K-6 have studied a wide range of Aboriginal perspectives, through the interconnected aspects of Country and Place, People and Culture.

Highlights in 2021 included:

- Aboriginal, Torres Strait Islander and Australian flags being displayed on the tri-flagpole
- Commemoration of NAIDOC Week with a Koomurri Immersive experience for all students K-6
- 4 staff members visiting Gol Gol to strengthen partnerships through the City Country Alliance of Schools
- Commemoration of the NAIDOC Week theme 'Heal Country!' was undertaken during the remote learning period. Students completed learning activities based on the importance of Country and shared them on their Google Classroom.
- Indigenous perspectives continue to be taught through a variety of Key Learning Areas, including Geography, History and English. This has provided further opportunities for students to explore the relationship between Aboriginal people and the land. Quality literature and multi-modal texts have enhanced students' learning about Aboriginal culture and perspectives.

## 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.

## Multicultural and anti-racism education - School Statement

---

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Cultural diversity and community participation are valued at West Ryde Public School. 85% of students are from non-English speaking backgrounds. Students come from over 40 countries speaking more than 50 languages. The major groups are from India, China, and Korea.

Our highly successful programs include:

- An English as an Additional Language or Dialect (EAL/D) program
- An intensive New Arrival English language program (NAP)
- In-class support for EAL/D students
- Multicultural perspectives integrated in all Key Learning Areas in all classrooms
- The teaching of Mandarin, Korean and Hindi as our community languages program, with all students 1-6 participating
- The school acknowledged and celebrated our diversity through numerous items at school and virtually, including the Lantern Festival, Harmony Day, Nowruz, Easter, Anzac Day, Remembrance Day, Diwali and more.
- Refugee Week was acknowledged with students participating in a variety of activities.

Staff were available to translate and discuss any notes and newsletter. Bilingual staff were able to translate for parents when needed. The electronic newsletter also features translation capabilities.

