2021 Annual Report

Ryde East Public School

4257

Introduction

The Annual Report for 2021 is provided to the community of Ryde East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Ryde East Public School strives for excellence, equity and inclusiveness in a safe, respectful school environment. We engage in evidence-based education practices, high-quality teaching and are supported by our vibrant community. To challenge students to continually improve, we endeavour to equip our students with the knowledge, skills and dispositions for lifelong learning. Students are supported through innovative practices that focus on wellbeing and academic excellence. We foster collaborative and authentic partnerships with all members of our diverse school community. We value positive relationships with parents to enhance learners' engagement, progress and achievement.

School context

Ryde East Public School is a Metropolitan North primary school located in North Ryde, close to Wallumatta Nature Reserve, with a student enrolment of 526. Our student demographic includes 178 (34%) students who identify as having English as an Additonal Language or Dialect, and 7 (1.33%) Aboriginal students. Ryde East Public School has a strong connection to the local community with an active parent community and supportive Parents and Citizens Association.

Our school has strong sporting, creative and performing arts programs. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. In response to community consultation, specialist staff have been engaged to target learning in specific areas, including PE and Music. Students have access to a wide range of extra-curricula activities, such as dance, visual arts, choir, band, robotics, tennis and chess.

Over the past three years, the staff and school community have enhanced the school environment to better support collaborative practices, educational programs and resourcing. The aim has been to ensure students are at the centre of all decision making, and that they have an understanding of themselves as reflective learners. In 2019 and 2020 the school completed a comprehensive review of current practices in line with the High Potential, Gifted Education Policy. This led to the clustering of students based on their potential in the domain of 'Intellect'. In 2021 this process will be supported to include the 'Physical' domain.

Evidence from the Situational Analysis identified a need to use data driven practices that ensure all students are able to access the curriculum at their point of need. 2020 saw an increase in the use of formative assessment practices and regular data talks across the school K-6. In 2021 a whole-school assessment scope and sequence will be developed. System-negotiated targets in Reading and Numeracy have been identified based on our NAPLAN data analysis. A focus on valid and reliable data collection will be used to develop greater consistency of judgement within stages and across the school, and this will inform future directions for student learning and teacher development.

Staff will continue to experience high quality targeted professional learning that aligns with the school's strategic directions. School services and external consultants will be accessed to support us in achieving these aims. In 2020 the executive team and school staff undertook professional learning based on the five elements of Formative Assessment and Visible Learning Practices. Staff have also undertaken professional learning in the areas of Assessment and High Expectations from the What Works Best research. This professional learning is the focus of our professional practice and pedagogical understanding in 2021.

All students are developing an understanding of the Learning Dispositions: risk-taking, perseverance, adaptability, self-motivation and communication. These underpin the expectations of students when they are learning and include the beginning phases of developing Learning Intentions and Success Criteria (LISC) as part of the Visible Learning journey.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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	Delivering
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 improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine evidence-based teaching practices that are responsive to current research. Staff will further embed data driven practices that are responsive to the learning needs of students when developing quality teaching and learning programs.

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.

- Effective classroom practices: Reading
- Effective classroom practices: Numeracy

Resources allocated to this strategic direction

QTSS release: $103,933.39
Literacy and numeracy intervention: $44,847.20
Low level adjustment for disability: $37,399.14
Professional learning: $4,771.21
Literacy and numeracy: $17,976.79

Summary of progress

Effective classroom practices: Reading

Guided School Support (Activity 1)

ANALYSIS: The evidence showed that our deep analysis of NAPLAN and Check-in data identified definite trends in reading achievement from 2017-2021 for years 3, 5 and 7. The major strength in reading K-2 is locating and identifying information within the text and for 3-6 it was interpretation, inference and vocabulary. Areas for development included 'close reading practices' 3-6 and transition points for Stage 1 to Stage 2 and Stage 2 to Stage 3. As a result, the executive team have undertaken targeted professional learning in the areas of reading and vocabulary. Executive staff reported that they found the sessions practical, informative and beneficial. Executive staff have begun to evaluate current teaching and learning programs against the benchmark set in the professional learning to extend best practice that was already evident in the school. Executive staff have begun discussions within stage teams about the pedagogy underpinning the reading and vocabulary professional learning that has been undertaken.

IMPLICATIONS: To move towards achieving our progress measure we will continue to undertake professional learning in the areas of reading and vocabulary into 2022. The focus will be on building classroom teacher expertise and embedding best practice in our classrooms. We will analyse term 4 check in data from 2021 to determine the specific focus of our professional learning in 2022. Internal school assessment practices will be aligned with external assessment practices in reading and vocabulary to determine progress against the benchmark set.

Instructional Leadership (Activity 2)

ANALYSIS: Instructional leadership was undertaken K-4, with a focus in K-2 on phonics and phonological awareness, and in 3-4 on vocabulary building using the program 'Words their Way'. We changed the original K-6 instructional leadership plan to a deeper focus on ES1-S2 to accommodate the changed circumstances due to remote learning and available staff resources. Changes were embedded in programming K-4 reflecting an explicit approach to teaching phonics and vocabulary. These elements of reading became a focus for discussion in stage meetings, and strengths and challenges of implementation were identified. Instructional leaders then modelled successful strategies in classrooms and provided professional learning to stage teams. Analysis of assessment data reflected growth in student achievement in reading and vocabulary K-4.

IMPLICATIONS: To move towards achieving our progress measure we need to expand the instructional leadership model to K-6 and identify key staff to implement this process in 2022. Teacher mentors will be identified throughout the school and these will then model successful practice and help scaffold teachers knowledge, understanding and skills. Continue to identify targeted professional learning for executive staff and teachers to drive a whole school approach to the improvement of student learning outcomes.

For successful implementation QTSS funding will be used in 2022 to support this model. Visible Learning strategies and

What Works Best themes will be implemented to help translate theory into practice to improve student learning outcomes within the context of reading.

Differentiated Professional Learning (Activity 3)

ANALYSIS: High impact professional learning in the literacy progressions and K-2 syllabus did not occur as planned 2021, as both of these documents have been delayed. Remote learning impacted the timeline as it hindered the ability to undertake targeted professional learning on the current literacy progressions.

IMPLICATIONS: It will form part of our SIP in 2022.

Effective classroom practices: Numeracy

Instructional Leadership (Activity 1)

ANALYSIS: Implementation of instructional leadership to improve quality teaching practices did not occur as planned. Remote learning impacted the timeline as this hindered the ability to model and demonstrate quality teaching practices.

The first step towards this saw us identify high potential students in stage 2 and 3 and monitor these students' achievements. Students were engaged in doing external mathematics competitions (Mathematics Olympiad, Maths Trust/Problems). This was accompanied by classroom teaching resources and mathematical reasoning focus sessions for all students in Stage 3. A pilot group of high potential students in Stage 2 were identified and withdrawn. Exemplar teaching materials were trialed, including questioning stems, problem solving tasks and reasoning activities.
The introduction and professional learning that accompanied this initiative helped build teacher knowledge in mathematics pedagogy. This needs to be followed up through face-to-face professional learning and embedded into teaching and learning programs to ensure continued differentiation.

IMPLICATIONS: To move towards achieving our progress measure we need to continue our focus on identification of students with high mathematical potential, and provide further professional learning to staff. The focus of this professional learning will be to ensure a sustainable approach to embedding differentiated tasks in programs with a view to supporting the daily instruction of mathematics and meeting students at their point of need.

Differentiated Professional Learning (Activity 2)

ANALYSIS: High impact professional learning in the numeracy progressions and K-2 syllabus did not occur as planned 2021, as both of these documents have delayed. Remote learning impacted the timeline as it hindered the ability to undertake targeted professional learning on the current numeracy progressions.

IMPLICATIONS: It will form part of our SIP 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
NAPLAN Top two bands - Reading Improvement of 8.5% of students working towards achieving in the top two bands to reach our lower bound system-negotiated target.	• 64.24% of students achieved in the top two bands in NAPLAN **reading** indicating a 2% progress toward the lower-bound target.
NAPLAN Top two bands - Numeracy Improvement of 9% of students working towards achieving in the top two bands to reach our lower bound system-negotiated target.	• 52.03% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress is yet to be made toward the lower-bound target.
NAPLAN Students achieving expected growth - Reading	• 62.3% of students achieved expected growth in NAPLAN **reading.** This is an increase of 11.4% towards our lower bound target.

Improvement of 18.2% of student working towards achieving expected growth to reach our lower bound system-negotiated target.	
NAPLAN Students achieving expected growth - Numeracy Improvement of 16.7% of students working towards achieving expected growth to reach our lower bound system-negotiated target.	• 48.3% of students achieved expected growth. The percentage of students achieving expected growth in NAPLAN **numeracy** decreased by 2.6% indicating progress is yet to be made toward our lower bound target.
School-based target: Improvement in the following SEF elements: **Explicit teaching** - work towards sustaining and growing **Lesson planning** - maintain sustaining and growing **Literacy and numeracy focus** - maintain sustaining and growing **Teaching and learning programs** - work towards sustaining and growing **Instructional leadership** - work towards sustaining and growing	External Validation was undertaken earlier this year. The following determinations against the School Excellence Framework were made: Effective Classroom Practice (Explicit Teaching and Lesson Planning) maintaining Sustaining and Growing Professional Standards (Literacy and Numeracy Focus) maintaining Sustaining and Growing Curriculum (Teaching and Learning programs) we are Delivering - working towards Sustaining and Growing Educational Leadership (Instructional Leadership) maintaining Sustaining and Growing

Purpose

To support students' progress and achievement and maintain a culture of continuous improvement, teachers will monitor, plan and report on student learning. Staff will apply a full range of quality assessment strategies into teaching practices across the school. Data will be utilised to provide effective and timely feedback to students, reflect on teacher effectiveness and inform future school directions.

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 skills and use in planning
- Quality assessment practices

Resources allocated to this strategic direction

Professional learning: $20,000.00

Summary of progress

Data skills and use in planning

Whole-School Data Tracking Systems (Activity 1)

ANALYSIS: The evidence showed that all staff 3-6 are using the Essential Assessment resource to track student progress and assist in identifying next steps and areas for development. All teachers are also regularly accessing the SENTRAL analysis and assessment data to monitor student achievement. Our central data platform (SENTRAL) has been optimised for whole school use by importing an increased range of external assessment. Whole school data collection points will be revisited in 2022, once the new syllabuses have been released.
The school executive has reflected on whole school data collection (e.g. NAPLAN Guided data package) to identify areas of need and plan professional learning accordingly in the area of literacy (reading).

IMPLICATIONS: To move towards achieving our progress measure we need to develop the scope and sequence of whole school data collection points based on the new syllabus. Further professional learning for staff in understanding and analysing data will be provided, with a focus on using data to inform teaching and learning programs.

Quality assessment practices

Visible Learning (Corwin) Initiative (Activity 1)

ANALYSIS: The evidence showed that visible learning tools were being trialed in sections of the school, primarily in Impact Coaches' classrooms as a precursor to whole school implementation. The Impact Coaches presented the online learning module for SOLO taxonomy and are in the process of presenting the LISC modules via Corwin resources. The creation of a flexible professional learning timetable has enable all staff to participate in the learning. Based on the feedback provided by staff after undertaking the SOLO taxonomy professional learning, it is evident that staff have begun to use these tools in the classroom. We are continuing to work towards a whole school use of consistent language around the learning taxonomy.

IMPLICATIONS: To move towards achieving our progress measure we will continue the model of teacher impact coaches to implement the visible learning initiative. The coaches will be opening their classes as models of effective teaching and learning, using the Visible Learning strategies. Coaches will be driving stage based discussions and school planning through the lens of visible learning to ensure that it is embedded in classroom practices.

Resources - this initiative will require additional professional learning funding to release identified staff to support the implementation of this initiative.

Executive Professional Learning (Activity 2)

ANALYSIS: Remote learning impacted the timeline as it hindered the ability to undertake targeted professional learning on formative assessment practices. The leadership team sought to ensure that all online learning programs were developed with an understanding of the importance of formative assessment, while being aware that this was difficult to embed in a virtual classroom experience.

IMPLICATIONS: It will form part of our SIP 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
School-based target: The percentage of teachers that have quality assessment embedded into their everyday practice and are able to demonstrate strong evidence of this practice at a minimum level of Proficient against all of the descriptors in standard 5 (Assess, provide feedback and report on student learning) of the Australian Professional Standards for Teachers is moving towards the school identified target of 100%.	• Analysis of teaching and Learning programs, classroom practice and the Australian Professional Standards for Teachers indicates that 60% of staff have quality assessment embedded into their everyday practice and are able to demonstrate strong evidence of this practice.
School-based target: Improvement in the following SEF elements: **Parent engagement** - work towards sustaining and growing **Whole-school monitoring of student learning** - work towards sustaining and growing **Student engagement** - work towards sustaining and growing **Internal and external measures against syllabus standards** - maintain sustaining and growing **Whole school reporting** - work towards sustaining and growing	External Validation was undertaken earlier this year. The following determinations against the School Excellence Framework were made: Reporting (Parent Engagement) working towards Sustaining and Growing Assessment (Whole-school monitoring of student learning and Student Engagement) working towards Sustaining and Growing Student Performance Measures (Internal and external measures against syllabus standards) working towards Sustaining and Growing Reporting (Whole-school reporting) working towards Sustaining and Growing

Purpose

To maximise opportunities for all students to connect, succeed and thrive, there is a school-wide, collective responsibility for student learning and success. Evidence-based, whole school wellbeing practices are identified and implemented consistently by all staff. Staff will continue to proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

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.

- A planned approach to wellbeing
- Collaborative parent partnerships and community engagement

Resources allocated to this strategic direction

Professional learning: $16,000.00

Summary of progress

A planned approach to wellbeing

High Potential Gifted Education (Activity 1)

ANALYSIS: The evidence showed that clustering the high potential students in the intellectual domain was successful, including being strategic around classroom teacher placement. We increased staff awareness of the learning characteristics of these children and the teaching characteristics needed to engage them effectively. External assessment data (NAPLAN and Check-In) confirmed increased rates of growth and achievement in literacy and numeracy in the identified student cohorts.
The initial challenge was in creating an understanding in staff about the difference between potential and achievement. Following on, the main challenges are in identifying high potential in all 4 domains.

IMPLICATIONS: To move towards achieving our progress measure we need to provide opportunities for whole staff professional learning around the HPGE policy and the implications this has on their teaching practice. Broad ranging assessment processes (testing, teacher and parent surveys, internal and external data) to identify high potential clusters will continue to build on current success.

Restorative Practices (Adam Voigt)

ANALYSIS:
We undertook whole school professional learning engaged in leadership coaching with the executive team, shared communication with the community via a parent webinar and developed a student engagement plan for the school in collaboration with 'Real Schools'. Due to COVID19 restrictions, we were unable to develop further planned PL such as classroom modelling sessions and demonstration lessons. The evidence showed that the element most taken up was 'circles', both for check-in wellbeing and for assessment for learning. This activity was very successful in the way that planned schedule of professional learning was delivered and evaluated within the expected timeframe. The professional learning was targeted to the needs of the students, staff and school community and resources were contextualised. Survey results indicated a high level of engagement among staff and a willingness to trial further implementation.

We have seen a change in practice in the ways student behaviour is managed and improved. This is being initially implemented at an executive level, however staff have been actively seeking out knowledge and resources to trial specific practices in their classrooms and on the playground. We have had positive feedback from parents in response to behaviour management of students.

IMPLICATIONS: To move towards achieving our progress measure we will integrate our restorative practices approach into the currently existing Positive Behaviour for Learning program. We need to introduce the REPS Student Engagement Plan to the whole staff and school community for discussion. We will be continuing our partnership with Real Schools to provide professional learning and support to the staff and the community to build a consistent understanding and language of behaviour. Further data will be collected throughout this process to determine what is successful and what will need to be further developed and/or tailored to our school community.

Collaborative parent partnerships and community engagement

Personalised Pathways Plans (Activity 1)

ANALYSIS: The evidence showed that the professional learning was a necessary first step in building teacher knowledge around DoE policy. It provided us with various templates to modify in response to our school context. A team of teachers is being formed to design our school template and come up with clear processes and practices to ensure that all Aboriginal students have a Personalised Learning Pathway plan designed by the students, parents, teachers and where possible, the local network Aboriginal Coordinator. SCOUT data is being collected on individual Aboriginal students to ensure that their growth, achievement and attendance can be monitored within the framework of the closing the gap.

IMPLICATIONS: To move towards achieving our progress measure we need to identify key teachers to work in a team to develop PLP templates that reflect the social and academic needs of the Aboriginal students in our school. The team needs to be provided with release time to collate the data on our students as well as liaise with relevant stakeholders to ensure the plans reflect student needs and that they are culturally sensitive. Ongoing monitoring of the success of the plans needs to be undertaken, and students will be monitored as a group through SCOUT data.

Bee Highway (Activity 2)

ANALYSIS: The evidence showed that the school worked effectively with the community and external experts to progress the Bee Highway initiative. The plan to open the school to the community and the media led to an growth in the positive profile of the school. The school was identified on national television as a leader in sustainable school initiatives. During Kindergarten transition, new parents often asked about the Bee Highway, confirming that the initiative was viewed as important and positive by the growing school community.

In 2020/2021 the impact of COVID19 meant that external experts and parents were not able to come on site when students were present. Despite this, the necessary upkeep for this project was undertaken by experts and interested community members during school holidays. The intended outcomes in terms of STEM professionals working directly with teachers and students had to be scaled down. The biggest challenges to the project are finding innovative ways to successfully exploit the learning potential of the Bee Highway as well as finding time to sustain the upkeep of gardens and bee infrastructure.

IMPLICATIONS: To move towards achieving our progress measure we need to link the initiative with direct syllabus outcomes in science, mathematics and English and embed the initiative in teaching and learning programs. The lead-teachers on the Bee Highway will communicate regularly with our school community about the initiative. External experts (horticulturalists, beekeepers, environmental scientists) will be invited into classrooms to increase teachers' and students' STEM skills, knowledge and confidence while engaging with the natural resources of the school.

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
Attendance Decrease proportion of students attending less than 80% of the time, working towards our lower bound system-negotiated target.	• The number of students attending greater than 90% of the time or more has decreased by 0.55%.
Wellbeing TTFM data indicates an Increase in the proportion of students reporting expectations for success, advocacy, and sense of belonging at school, working towards our lower bound system-negotiated target.	• Tell Them From Me data indicates 83.28% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
School-based target: Improvement in the following SEF elements	External Validation was undertaken earlier this year. The following determinations against the School Excellence Framework were made: Behaviour (Wellbeing) *maintaining* Sustaining and Growing

Behaviour - work towards sustaining and growing **Attendance** - work towards sustaining and growing **Transitions and continuity of learning** - achieve/maintain sustaining and growing **A planned approach to wellbeing** - work towards sustaining and growing **Community engagement** - work towards sustaining and growing **Community satisfaction** - work towards sustaining and growing	Attendance (Learning Culture) - *maintaining* Sustaining and Growing Transitions and continuity of learning - (Learning Culture) - *maintaining* Sustaining and Growing A planned approach to wellbeing - (Wellbeing) *maintaining* Sustaining and Growing Community engagement - (Educational Leadership) *maintaining* Sustaining and Growing Community satisfaction - (Management Practices and Processes) towards sustaining and growing

Attendance (Learning Culture) - *maintaining* Sustaining and Growing

Transitions and continuity of learning - (Learning Culture) - *maintaining* Sustaining and Growing

A planned approach to wellbeing - (Wellbeing) *maintaining* Sustaining and Growing

Funding sources	Impact achieved this year
Integration funding support $164,327.01	Integration funding support (IFS) allocations support eligible students at Ryde East Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Teacher release for planning for students with integration funding SLSO 2.8 FTE, to provide direct support for students in class and the playground • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** 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. **After evaluation, the next steps to support our students with this funding will be:** to 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.
Socio-economic background $12,915.49	Socio-economic background equity loading is used to meet the additional learning needs of students at Ryde East Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** equitable access to the curriculum and resources for identified students ability for identified students to participate in extra curricula activities. **After evaluation, the next steps to support our students with this funding will be:** continue to support identified families in supplying resources, uniform and

Socio-economic background $12,915.49	financial aid where required to ensure that students are not disadvantaged.
Aboriginal background $5,122.23	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ryde East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • NAIDOC Week activities **The allocation of this funding has resulted in:** an increase in First Nations families engaging in the PLP process with conversations being more authentic as a result of the welcoming and informal setting. **After evaluation, the next steps to support our students with this funding will be:** to deliver differentiated and personalised support to First Nations students in line with their educational, emotional and cultural goals.
English language proficiency $156,078.67	English language proficiency equity loading provides support for students at all four phases of English language learning at Ryde East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in:** student progress showing high growth on the EAL/D learning progressions, with most EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. all stage teachers participated in professional learning, where the EAL/D teacher guided how to plan an integrated units of work using a backwards mapping approach. teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed student work samples. **After evaluation, the next steps to support our students with this funding will be:**

English language proficiency $156,078.67	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). 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.
Low level adjustment for disability $93,458.14	Low level adjustment for disability equity loading provides support for students at Ryde East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practices: Reading • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 [MultiLit, MiniLit and MacLit] to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** an increase of students achieving at or above expected growth in NAPLAN results. the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and classroom teachers.
Literacy and numeracy $17,976.79	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ryde East Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practices: Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • 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 • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in [program name]

Literacy and numeracy $17,976.79	**The allocation of this funding has resulted in:** targeted literacy programs for identified students performing below the expected level for their stage which led to improved student outcomes in reading. **After evaluation, the next steps to support our students with this funding will be:** to ensure that quality teaching and learning programs include formative assessment for identified students that is ongoing and leads to differentiation of the curriculum.
QTSS release $103,933.39	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ryde East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practices: Reading **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** 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. teachers reported lessons differentiated according to students' needs teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. **After evaluation, the next steps to support our students with this funding will be:** continue to employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.
Literacy and numeracy intervention $44,847.20	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ryde East Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practices: Reading **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • 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 • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students

Literacy and numeracy intervention $44,847.20	**The allocation of this funding has resulted in:** improved teacher capacity as a result of targeted professional learning and in-class specialist support. differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. this intensive approach has resulted in improved engagement in learning. evidence of improved student performance can be seen in a combination of reading assessment, writing samples, teacher observation and Check- in data. **After evaluation, the next steps to support our students with this funding will be:** engagement of additional teaching staff using other flexible funding to continue professional learning and team teaching.
COVID ILSP $47,691.57	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • 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 literacy K-2 and numeracy 3-6 • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in:** analysis of the data showed that small group tuition was implemented effectively across small groups for targeted areas in numeracy (Semester 1 and Semester 2 cycles) and literacy (Semester 2 cycle). analysis of the literacy data indicates 70% of the targeted students in Year 2 reached their personal learning goals based on the literacy progressions in the focus areas of PHA4 - PHA5, PKW 5 - PKW6, and FIY1 -FIY3. A further 10% are on track to do so with additional support through our Learning and Support team in Semester 1, 2022. the remaining 20% of students will need significant intervention with individualised support to achieve their learning goal. analysis of the data showed that the small group numeracy tuition in Years 3-6 was very effectively implemented. 14/23 or 60% of the targeted students reached their personal learning goals based on the numeracy progressions. PLAN2 was the preferred way of managing data for the program. Numeracy progression indicators in PLAN2 have been changed to indicate 'always' for QuN7, QnN8, AdS6, AdS7 MuS4, MuS5 and MuS6for these students. A further 5 or 22% on track to do so. 4/23 or 18% of students have made some progress but will require additional support through our Learning and Support team in Semester 1, 2022. analysis of PL shows that the COVID ILSP teachers found the COVID ILSP modules highly effective in developing their understanding of and capacity to engage with small group tuition. The COVID ILSP Teams platform offered a space to collaborate and engage with professional learning in addition to the COVID ILSP website. Staff accessed the Digital Learning Resource Hub and NSW DoE Numeracy - Statewide Staffroom extensively for lessons. **After evaluation, the next steps to support our students with this**

| COVID ILSP

$47,691.57	**funding will be:** To move towards achieving our progress measure we need to continue another cycle of tuition to help improve educational outcomes for our students whose learning has been impacted by the pandemic and have not yet achieved their goals across the Numeracy Learning Progression. This will occur during 2022 with the same COVID ILSP educators. Results of individual progress will be passed on to the Learning and Support team and updated in PLAN 2. The educator will also pass on content-specific information to the classroom teachers to ensure there is supportive and targeted scaffolding for students entering new classroom learning environments in 2022. The Digital Learning Resource Hub and NSW DoE Numeracy - Statewide Staffroom will continue to be used extensively for lesson resources.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	286	292	284	275
Girls	242	260	274	249

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	95.8	94.2	96.4	95.1
1	94.6	95	95	95
2	95.5	94.8	96.1	95.6
3	94.9	95.8	94.8	95.2
4	96	94.7	95.7	94.8
5	95.1	95.3	94.5	94.2
6	94.8	95.3	95	93.9
All Years	95.2	95	95.4	94.8
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19.57
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	3.96
Other Positions	4

*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.

Ryde East Public School 4257 (2021)

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	739,051
Revenue	5,612,798
Appropriation	5,410,639
Grants and contributions	201,195
Investment income	965
Expenses	-5,624,162
Employee related	-5,095,481
Operating expenses	-528,681
Surplus / deficit for the year	-11,364
Closing Balance	727,688

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	160,327
Equity Total	267,575
Equity - Aboriginal	5,122
Equity - Socio-economic	12,915
Equity - Language	156,079
Equity - Disability	93,458
Base Total	3,751,476
Base - Per Capita	137,556
Base - Location	0
Base - Other	3,613,919
Other Total	1,109,463
Grand Total	5,288,841

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.

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Parent/caregiver, student, teacher satisfaction

During 2021 the school community was significantly impacted by COVID-19. When we transitioned to and back from Remote Learning, we regularly sought and acted on feedback and suggestions from families, students and teachers to ensure our planning best meet the needs of our community.

The 2021 Tell Them from Me student data indicated an increasing number of our students reporting high levels of advocacy from teachers and adults at school (85%, up from 79% in the previous year. Our students report staff showing active consideration and support of their academic and wellbeing needs. 93% of our students reported that their teachers had high expectations of success for their learning.They believe teachers value their academic achievement and provide a suppportive supportive classroom environments. Our students also reported feeling a sense of belonging at school (77%, and 5% above state average). This included feeling accepted, valued and included in the school setting bt their peers and others in the school.

Our school has high levels of parent engagement and involvement in students learning and school life as demonstrated by a 95% parent attendance at Parent-Teacher Interviews in 2021. Parents and Carers regularly attend Parent Information Sessions on subjects such as student learning and the curriculum, NAPLAN feedback, school routines and transition information.

Whole staff meetings, team meetings and individual 1:1s with the school leadership team were held throughout the online period to communicate updates and processes consistently. Regular online social events (based on teacher feedback) facilitated teachers remaining connected and having authentic shared experience during both the remote teaching and learning period and the consquent on-site teaching period.

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.

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