

2022 Annual Report

Ryde Public School



3021

Introduction

The Annual Report for 2022 is provided to the community of Ryde Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Ryde Public School
Pope St
Ryde, 2112
<https://ryde-p.schools.nsw.gov.au>
ryde-p.school@det.nsw.edu.au
9809 3181

School vision

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

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

School context

Ryde Public School is located in the heart of the city of Ryde. The school is set on expansive grounds with buildings that reflect the long history of the school. Iconic sandstone buildings and modern classrooms blend to provide innovative learning environments. The students at Ryde Public School enjoy a holistic education that provides opportunities in the arts, sport, academics and nurtures social and emotional development.

Increased urban renewal and development in Ryde is supporting the growth in enrolments. The school community is a reflection of the rich cultural diversity of the city of Ryde. The school proudly serves the many families that have their first Australian school experience at Ryde. The school is enriched by the enrolments who are from language backgrounds other than English (>80%). Fifty language backgrounds are represented within the total enrolments in the school. The school strives to provide inclusivity and sense of belonging that is felt from the moment that our students and community enter through the school gate.

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

1. Student Growth and Attainment

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

2. Empowering Excellence and Innovation in Teaching and Learning

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

3. Professional Partnerships

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Targeted Teaching
- Data Skills and Use

Resources allocated to this strategic direction

Refugee Student Support: \$2,063.00
Integration funding support: \$100,838.00
Socio-economic background: \$24,599.00
Aboriginal background: \$2,695.00
English language proficiency: \$176,984.00
Low level adjustment for disability: \$211,127.00
Literacy and numeracy intervention: \$48,266.00
Literacy and numeracy: \$33,861.00

Summary of progress

TARGETED TEACHING AND DATA SKILLS AND USE

During 2022, all stages have continued with the implementation of our writing focus, embedding explicit quality teaching practices to enhance the teaching of writing. All stages have continued to work collaboratively with colleagues to develop a stage approach and lesson planning which is closely linked to the New English Syllabus. This has resulted in a whole school approach to the teaching of writing and the use of common metalanguage being developed for K - 6 classrooms. Explicit quality teaching practices are evident across all teaching and learning programs for writing. A whole school approach was introduced to ensure the most effective evidence-based teaching methods to optimise learning progress for all students across the full range of abilities. Teachers employed evidence-based effective teaching strategies which they collaboratively identify. Students' learning improvement was monitored using pre and post assessments. Teachers collaborated to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which met the needs of all students. Professional learning was undertaken weekly in stage meetings and was ongoing throughout the year. In these meetings teachers collaboratively reflected on teaching practice using work samples and artefacts relating to high impact teaching practice. These meetings allowed teachers to moderate work samples and student performance using co-constructed rubrics which has encouraged a strong metalanguage among staff and enhanced discussions about the quality of the students work and the strategies being used. Staff understood the norms and expectations during these meetings in line with the Ryde PS Charter for Collaborative Professional Learning. Beginning teachers demonstrated that they could reflect on their journey as a teacher, voicing that they are learning much from their mentors about how to know what keys skills they needed to focus on. They spoke about their growing understanding of curriculum content and set personal professional learning goals to improve practice as a result of collaborative reflection in Stage meetings and co teaching. Term 2 Check-in assessment results were used as internal performance data to identify comprehension as a focus area for improvement in reading. Executive read and discuss the Improving Reading Comprehension Guide: Years 3 to 8 to enhance their understanding of best practices in reading. Executive team receive professional learning in using Fountas and Pinnell 'Comprehension conversations' and DoE Snapshots to enhance their ability to measure student growth in comprehension and drive improved teaching and learning strategies. All staff were trained in the use of 'Fountas and Pinnell BAS assessment kit.

Co teaching cycles were available intermittently. Work will continue on developing the modeled reading lesson. The Benchmark Assessment System (BAS) proved to be a valuable assessment task that measured the data which closely aligned to what was being taught and what needed to be taught. All classrooms and other learning environments were well managed within a consistent, school-wide commitment to Positive behaviour to learning.

The Student Representative Council took responsibility for weekly maintenance of the reward system and reported during SRC TV about the 3 Tenets of Ryde Behaviour and role play behaviour responses in different scenarios. Incident report data reflects fewer reports relating to aggressive behaviour. There were no suspensions in 2022.

There was a substantial increase in the Collective Teacher Efficacy score for the executive team especially in the areas of Responsiveness Of Leadership and Effective Systems of Intervention which were the two major enablers for providing for student needs.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

The leadership team continued to work shoulder to shoulder with each of their team members to continue to further embed explicit teaching strategies, improve effective classroom practice and ensure consistent and explicit teaching across their stage. This ongoing commitment to trust-based supportive working relationships between stage supervisors and their classroom teachers has resulted in improved academic performance as indicated in the 2022 NAPLAN and Check in data.

In 2023 we will continue with a focus on writing supported by the Assistant Principal, Instructional Leadership (ACPI). Beginning teachers will receive ongoing professional learning to gauge the comprehension expectations they should have of students. Well planned teaching will also be a focus so that all students engage in productive learning, with minimal disruption. There is also a need to increase teachers modelling and sharing a flexible repertoire of strategies for classroom management. PBL will be an even greater focus as students educate one another through growing student voice. Staff will continue with explicit modelling and re-modelling of expected behaviours.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands • Increase the % of students achieving in the top 2 bands of NAPLAN reading to be at or above the school's lower bound system-negotiated target of 59.6%.	67.97% of students achieved in the top two bands in NAPLAN Reading indicating achievement exceeding the upper-bound target.
NAPLAN Top 2 Bands - Numeracy Increase the % of students achieving in the top 2 bands of NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 58.3%	55.70% of students achieved in the top two bands in NAPLAN Numeracy indicating progress toward the lower-bound target. In 2021 the school exceeded the lower bound target.
Expected Growth - Reading Improvement in the % of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 61.4%	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy Percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 65.3%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Attendance • Percentage of students attending school of more than 90% of the time to moving towards the school's lower bound system-negotiated target of 90.2%.	• The number of students attending greater than 90% of the time or more has decreased by 23.72 %. This data was impacted by the public health orders in place at the time of harvesting.

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

Purpose

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

Initiatives

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

- Collaborative Culture of Learning
- Pursuit of Excellence in Pedagogy

Resources allocated to this strategic direction

Professional learning: \$43,113.00

QTSS release: \$114,231.00

Summary of progress

Collaborative Culture of Learning

In 2022 100% of staff were able to discuss the collaborative practice that they participated in to promote progress towards their goal. They were able to provide specific examples of how colleagues had assisted them to reflect in a manner that challenged them to grow. Staff engaged with the collaborative charter linked to their PDP goals across 2022. The co-teaching model was continually disrupted in 2022 and will be deferred to next year. During stage meetings staff discussed high impact teaching strategies and collaboratively evaluated professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. The impact of this initiative has been an increase in the capacity of teachers to effectively collaborate and share expertise. In addition, staff are well prepared for the implementation of the K-2 English and mathematics syllabus documents.

In 2023 the APCI will enhance co-teaching and develop the knowledge of the individual and the group with a particular focus on the new K-2 Syllabus for English and Mathematics.

Pursuit of Excellence in Pedagogy

In 2022, five substantive staff relieved in higher positions and lead teachers were selected for Sport and CAPA. Sport expanded to include new sports through Sport in Schools and there were more sports consistently offered during school sport time with staff volunteering to coach teams. School sport results for PSSA, Zone and Regional were superior to 2021. There is evidence that aspiring leaders have developed their leadership expertise within PDP's. Four staff have been successful at merit selection. This reflects that there is excellent opportunity for development of leadership expertise.

In 2023 we will continue to offer Leadership opportunities and support identified leaders to set targets that measure their own leadership effectiveness.

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
Visible Learning 'Inside' Survey Increase in the percentage of teachers who score 5 on all aspects of the "Inside" survey to be moving towards the school identified target of 100%.	Analysis of the Inside survey data shows that 70% of teachers scored 5 on all survey aspects indicating progress toward the school identified target.
High Impact Professional Learning	Self assessment against the High Impact Professional Learning tool shows

<p>A range of evidence supports our self-assessment as moving towards excelling as measured by the High Impact Professional Learning school self-assessment tool in the following areas:</p> <ul style="list-style-type: none"> • Professional learning is identified by student needs • Collaborative and applied professional learning strengths teaching practice • Professional learning is continuous and coherent • School leadership teams enable professional learning • Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement 	<p>the school currently performing at:</p> <ul style="list-style-type: none"> • sustaining and growing for Professional learning is identified by student needs. • sustaining and growing for Collaborative and applied professional learning strengths teaching practice • sustaining and growing for Professional learning is continuous and coherent • sustaining and growing for Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement
<p>Wellbeing</p> <p>Tell Them From Me Wellbeing data (belonging, expectations and advocacy) is moving towards the lower bound system-negotiated targets of 88.8%.</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 77.92% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is moving towards the lower bound system-negotiated target.

Strategic Direction 3: Professional Partnerships

Purpose

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

Initiatives

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

- Community Partnerships
- Academic Partnerships
- International Partnerships

Resources allocated to this strategic direction

Per capita: \$20,000.00

Summary of progress

Community Partnerships

Collaboration within partnerships resulted in staff accessing innovative practices and feedback from other school contexts across 2022. The partnerships were supportive with staff accessing deeper knowledge of practice that other schools perform well in. The impact was an improvement in the area of feedback. Teachers are providing more explicit, specific to one another. Teachers' feedback supports improved student learning. Examining programming in other contexts clarified new directions for Stage teams related to the New Syllabus preparation.

In 2023, the partnerships will continue with a focus on inquiring into what other contexts can offer to our context with further building of positive community relationships and communication.

Academic Partnerships

In 2022 the Macquarie University partnership developed, with the school being targeted to host additional sessions for initial practicum teachers. Meetings were held with the Associate Professor to discuss professional experience innovation. The Deputy and Assistant Principal attended the Professional Experience Network meetings. The impact of this collaboration has been a deepening of the understanding of the graduate standard leading to a tailored transition for beginning teachers into the profession.

In 2023 staff will participate in professional learning provided by the Associate Professor about the NSW Teaching Standards. In this initiative, we will deepen the partnership and reflect more deeply on our own connection to the standards and evidence of achievement.

International Partnerships

In 2022, the school formed a partnership with the Sinarmas World Academy (Indonesia) to develop an international program between our schools. The Sinarmas World Academy is accomplished in developing partnership programs for students. The impact of this partnership has been to provide our students with opportunities to be exposed to additional learning experiences.

In 2023 we will develop a CAPA program between our two schools to enhance the experience of Stage 1 students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Parent and Community Engagement Improvement to be above the NSW	• Analysis of Tell Them From Me data shows that in the area of two-way communication with parents, achievement of progress is yet to be seen toward the school identified target.

<p>government norms by 0.1 or more as measured by the Tell Them From Me Parent Survey in the areas of two-way communication with parents and schools support learning.</p>	
<p>Partnership with Ryde Secondary College, Avalon, Ainsley and Cooronbong Public Schools</p> <p>Data and evidence sets indicates the school is moving towards excelling for the School Excellence Framework teaching domain for the elements of Learning and Development - Collaborative practice and Feedback</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback in the element of Learning and Development.
<p>Partnership with Macquarie University</p> <p>Data and evidence sets indicates the school is moving towards excelling in the School Excellence Framework teaching domain for the elements of Learning and Development - Coaching and Mentoring</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Coaching and Mentoring in the element of Learning and Development.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,063.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact:</p> <p>increased the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported confidence and satisfaction when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>all refugee students were mapped against the EA/LD progressions and were provided with adequate communication with parents and carers to maximise progress for students.</p> <p>small group tuition was facilitated by the additional funding of an EA/LD teacher.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>to continue increasing the capacity building around the use of interpreters and assistive technology.</p> <p>professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p> <p>professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</p>
<p>Integration funding support</p> <p>\$100,838.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ryde Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • 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) <p>The allocation of this funding has resulted in the following impact:</p> <p>all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student</p>

<p>Integration funding support</p> <p>\$100,838.00</p>	<p>learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students 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.</p>
<p>Socio-economic background</p> <p>\$24,599.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ryde Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students.</p>
<p>Aboriginal background</p> <p>\$2,695.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ryde Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to First Nations students.</p>
<p>English language proficiency</p> <p>\$176,984.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ryde Public School.</p>

<p>English language proficiency</p> <p>\$176,984.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$211,127.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ryde Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will</p>

Low level adjustment for disability \$211,127.00	provide additional support for identified students through the employment of trained SLSOs.
Professional learning \$43,113.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Culture of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All Staff engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. • Executive Staff develop the Collaborative Charter adding in understanding gained from Hargreaves 10 tenets of Collaboration. • Professional dialogue protocol introduced to enhance teacher sharing (design conversation protocol- Timperley, A professional learning protocol: Sharing student work as a driver for co-learning - Sharratt) <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning with a focus on reading and comprehension.</p>
Literacy and numeracy \$33,861.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ryde Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: improvement in staff capacity to use data to evaluate the effectiveness of teaching and map students against the learning progressions to inform planning and teaching.. 67.76% of students achieved in the top two bands in NAPLAN reading. 55.41% of students achieved in the top two bands in NAPLAN numeracy. 73% of K-2 students on intervention programs achieved reading ages that exceeded their chronological ages.</p> <p>After evaluation, the next steps to support our students will be: employment of the Assistant Principal Curriculum and Instruction to provide increased opportunities for leading professional learning for all staff.</p>
QTSS release	The quality teaching, successful students (QTSS) allocation is provided to

<p>\$114,231.00</p>	<p>improve teacher quality and enhance professional practice at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Culture of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. teachers use learning intentions, success criteria and have a strong focus on formative assessment. teachers have 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.</p> <p>After evaluation, the next steps to support our students will be: continue to employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ryde Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: 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 can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$75,000.00</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</p>

<p>COVID ILSP</p> <p>\$75,000.00</p>	<p>school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. • providing intensive small group tuition for identified students who were below minimum benchmarks in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	326	304	299	299
Girls	276	266	258	237

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	93.3	94.8	90.1
1	95.3	91.9	92.9	90.7
2	95.3	91.4	94.3	86.0
3	95.1	93.8	94.6	88.3
4	95.5	89.4	95.2	90.2
5	96.3	93.2	95.6	90.7
6	96.3	88.4	94.9	90.2
All Years	95.5	91.6	94.7	89.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	1
Classroom Teacher(s)	22.35
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	1
School Counsellor	2
School Administration and Support Staff	8.06
Other Positions	1.8

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	740,200
Revenue	7,031,195
Appropriation	6,648,653
Sale of Goods and Services	326
Grants and contributions	365,851
Investment income	12,483
Other revenue	3,883
Expenses	-6,612,758
Employee related	-5,972,544
Operating expenses	-640,214
Surplus / deficit for the year	418,437
Closing Balance	1,158,637

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.

	2022 SBAR Adjustments (\$)
Targeted Total	102,901
Equity Total	415,407
Equity - Aboriginal	2,695
Equity - Socio-economic	24,599
Equity - Language	176,984
Equity - Disability	211,128
Base Total	4,995,236
Base - Per Capita	147,044
Base - Location	0
Base - Other	4,848,192
Other Total	809,245
Grand Total	6,322,789

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Ryde Public School students (Years 4-6), staff and parents participated in the Tell Them From Me feedback survey. The survey measured factors that are known to affect academic achievement and other student outcomes.

Tell Them From Me survey results

Student satisfaction

76 % of students know what to do to seek help from bullying

There was a 2% increase in students perseverance during learning tasks

Parent/caregiver satisfaction

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

30% of Parents met with teachers more than three times and teachers listen to concerns

92% of Parents attended meetings offered at the school

In the area of overall 'Partners in Learning' there was a 0.3 increase in parents support learning at home.

Staff Satisfaction

The driver which has been of strong focus for our staff growth and collaborative practice was Challenging and Visible school goals. There was an increase across all measures of staff satisfaction. The following areas had greatest increase:

7.4 Collaboration

0.5 Leadership

0.4 Parent Involvement

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.