

2022 Annual Report

North Ryde Public School



3022

Introduction

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

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

School contact details

North Ryde Public School

Coxs Rd

North Ryde, 2113

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

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

9878 1673

School vision

North Ryde Public School is a place where the education and care of each child is of greatest importance. Our goal is to develop students who are successful learners, confident and creative individuals, and active and informed citizens.

School context

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

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

The school has 360 students with 65% NESB students, speaking over 30 different languages. Enrolments at the school have declined in the last two years. We currently have 15 classes.

In 2020 our school had External Validation. From the evidence and data collected, together with the situational analysis we have identified a need for data driven practices that ensure that all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction for students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system negotiated target areas in Reading and Numeracy.

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

The school has focused on explicit teaching practices, developing a 'Model of Pedagogy' ensuring consistency of explicit teaching practices across the school. Additionally, the school has formed the 'Ryde Explicit Teaching Network' with Putney Public School, Boronia Park Public School and Melrose Park Public School. The purpose is to build leadership capacity in middle leaders and collaborate to support explicit teaching practices and the implementation of the new English and Mathematics syllabuses.

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$7,698.00

Aboriginal background: \$714.00

English language proficiency: \$121,221.00

Literacy and numeracy: \$15,930.00

Professional learning: \$866.62

Summary of progress

Data Driven Practice

Data received from Best Start and the Year 1 Phonics Screening test showed that students were not retaining skills and strategies to improve their reading fluency. As a result we implemented the InitialLit program, with a staggered delivery to be rolled out over three years. In 2022 the professional learning conducted on InitialLit was undertaken by all K-1 staff in term 1 and Yr 2 in Term 4. Executive conducted regular conversations and planning sessions with K-2 teachers to ensure that the planning for the implementation of InitialLit was effective. Teachers reported that they had increased knowledge of phonemic awareness and phonics and felt confident in delivering explicit phonics programs. We saw positive changes in the way teaching and learning programs incorporated explicit reading strategies which was confirmed through classroom observations which were filmed during the lockdown. The training and resources packages have allowed teachers to become incredibly confident in their abilities to explicitly teach all components of reading within their classrooms. Term 2 School Development Day K-2 teachers delivered PL for the whole staff on InitialLit so that all teachers could be exposed to the explicit teaching model we are using to teach phonics, reading and writing in the younger years. The unexpected impact of the recorded reading lessons was the upskilling of parents who have commented positively on the effectiveness of the InitialLit program and how they now have a clearer understanding of how reading is taught. This resulted in parents feeling confident to assist their children in the at-home daily reading program. The embedded assessments from InitialLit in the area of Phonics shows a significant increase in student performance data from baseline data (Phonics Screener - 2020 - 72% on track, 2021 - 90.4% on track) and also in comparison to previous years of student progress data (PM Reading Levels). **Growth from 2021 - 2022 on fluency pending (currently doing final assessments across K-2)**

To move towards achieving our progress measure we need to continue to develop K-2 teacher professional knowledge in phonics and effective reading instruction and practices. through targeted professional learning. In the future we will share the skills and knowledge developed across other stage groups. We need to embed and refine ways in which we collect and analyse data on a regular basis. To further support the implementation of this program we need to purchase additional decodable readers and a mixture of predictive texts and to provide additional professional learning for teachers around the effective use of these resources. New resources were purchased Term 4 for students in K-2 that required extension work. New staff to K-2 will continue to be given the 2 days InitialLit training early in 2023.

Explicit Teaching

While staff continued to focus on Vocabulary, Multiplicative Thinking and "The Culture of Thinking", it was determined that staff needed to develop a shared understanding of what explicit teaching was. Through strong professional learning, staff collaborated to develop a 'Model of Pedagogy' based on Explicit Teaching. Further professional learning occurred on 'Rosenshine's Principles in Action'. This professional learning was conducted throughout Term 3 2022 on a weekly basis and was highly effective in impacting explicit teaching. Similarly, the use of 'Spirals of Inquiry' on multiplicative thinking was delivered to staff with stage groups interrogating data and developing sequences of teaching and learning to improve the quality of teaching of multiplicative thinking. Aspects of 'Rosenshine's Principles in Action' also impacted with the development of 'Daily Review' in all classes. As a result there was increased capacity of all teachers to embed

effective explicit teaching practices leading to improved external and internal student results.

In 2023 we will deliver personalised and targeted professional learning in the form of instructional coaching, mentoring and co-teaching as well as further and more frequent opportunities to analyse data to inform and to further improve explicit teaching practices.

The professional learning on 'Rosenshine's Principles in Action' should see increased progress in a range of Key Learning Areas due to the fact that teaching and learning can be more effectively planned and delivered. In 2022 we developed a model of pedagogy of explicit instruction and the model is being used to drive and improve teaching and learning. There is evidence to indicate that there are improvements in NAPLAN results for Years 3 and 5 in Reading and Numeracy. Writing, Spelling, Grammar and Punctuation. NAPLAN results for Years 3 and 5 are all above state average and Statistically Similar School Groups (SSSGs). All stages have begun to plan some form of daily review, particularly in mathematics. We have collaborated with Melrose Park PS, Putney PS and Boronia Park PS to form the Ryde Explicit Teaching Network with the purpose of consolidating explicit teaching to address the Curriculum Reform program and the plan is to work together to deliver professional learning in the new syllabuses (English K-2, 3-6 and Mathematics K-2, 3-6). This initiative will be focusing on developing the middle leaders of each school to develop their capacity in leading professional learning on explicit teaching linked to the new English and Mathematics K-2 syllabuses. To further develop the network a Teams folder has been created to store collaborative resources. Further activities such as School Development Days, Teach Meets and Class Visits at partner schools are planned for 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be at or above the school's lower bound system-negotiated target in reading of 71.3%.	<ul style="list-style-type: none">• 70.59% of students achieved in the top two bands in NAPLAN Reading indicating progress toward the lower-bound target.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be at or above the school's lower bound system-negotiated target in numeracy of 66.3%.	<ul style="list-style-type: none">• 61.76% of students achieved in the top two bands in NAPLAN Numeracy indicating progress toward the lower-bound target.
Expected Growth - Reading Improvement in the percentage of students achieving expected growth in NAPLAN to be moving towards the school's lower bound system-negotiated target in reading of 76.3%.	<ul style="list-style-type: none">• Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (eg matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
Expected Growth - Numeracy Improvement in the percentage of students achieving expected growth in NAPLAN to be moving towards the school's lower bound system-negotiated target in numeracy of 85.5%.	<ul style="list-style-type: none">• Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured (eg matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.

Strategic Direction 2: Catering for diverse learners

Purpose

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

Initiatives

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

- Differentiation
- Informed Practice

Resources allocated to this strategic direction

Professional learning: \$25,824.00

Low level adjustment for disability: \$81,715.00

Literacy and numeracy intervention: \$48,266.00

Integration funding support: \$54,787.00

Summary of progress

Differentiation and Informed Practice

In 2022, the decision was made as a school to re-focus on explicit direct instruction rather than specify aspects of professional learning such as vocabulary and multiplicative thinking. The changes were made to develop in staff, a shared understanding of what explicit direct instruction is. The staff collaborated to develop a model of pedagogy of explicit direct instruction, which was agreed to by teaching staff and communicated to students and the community. Professional learning focused on explicit direct instruction through a whole-staff study of 'Rosenshine's Principles in Action' by Tom Sherrington. Evidence in the form of an evaluation survey indicated that staff have developed a shared understanding of explicit, direct instruction and this is clearly indicated in the results of the survey. All teachers reported to varying degrees that their teaching has benefited from this professional learning. With a departmental focus on the new curriculum, time impacted on further professional development, particularly in Term 4 2022.

The impact of the professional learning has been marked. All staff have deepened their understanding of explicit, direct instruction as evidenced through results from a professional learning survey and classroom observation.. Stage teams are collaborating to develop programs of daily review in mathematics, particularly in strands that have been identified through interrogation of data sources such as NAPLAN, Check-in Assessments, WARL Reading, Initialit assessments, Phonics Screeners etc. A smaller number of students in Year 2 are presenting as requiring support for Literacy in 2023. While we haven't yet achieved our improvement targets, further progress has been made when comparing results from 2021 to 2022. Time and staffing issues hindered the progress of this initiative so some professional learning on 'Rosenshine's Principles' supported teaching staff to focus on differentiation. However, there was no differentiation professional learning specifically. In 2023, we will attend to specific focuses on differentiation linked to professional learning on the new English and Mathematics curriculum.

To move towards achieving our progress measure we need to specifically focus on differentiation to ensure that we meet the needs of all students. The planned professional learning (Mini COGE courses), originally planned for 2022, will be delayed to engage with the Macquarie Park HPGE network in 2023 to develop leadership capability of Principals and Executive as core drivers of improving teaching practice through the High Potential and Gifted Policy. This will assist us to meet the needs of Gifted and High Performing students and hopefully help to achieve progress targets. As a school, we will allocate regular time to interrogate data and collaborate in stage teams to ensure that we are differentiating our teaching and learning programs to meet the needs of all students. This will possibly involve a significant boost in resourcing, particularly with the introduction of the new curricula.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Differentiation • Percentage of teachers that have	• Analysis of teaching and learning programs and classroom observations reports shows that 100% of teachers have embedded differentiation

<p>embedded differentiation strategies into their teaching and learning programs and classroom practice is moving towards the school identified target of 100%.</p>	<p>strategies in some form indicating achievement of the school identified target.</p> <ul style="list-style-type: none"> • Analysis of teaching and learning programs indicates that the majority of teachers have embedded differentiation strategies into teaching and learning programs and classroom practice at varying levels which indicates a movement towards the school identified target of 100%.
<p>Informed Practice</p> <ul style="list-style-type: none"> • Percentage of staff implementing and embedding practices that support student emotional regulation is moving towards the school identified target of 100%. • Percentage of students that have learning goals that support their academic achievement is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> • Analysis of teaching and learning programs and classroom observations reports shows that 100% of teachers implementing and embedding practices that support student emotional regulation indicating achievement of the school identified target. • Analysis of student learning goals shows that 100% of students have engaged with the process to support their academic achievement indicating achievement of the school identified target. • 100% of teachers and Student Learning Support Officers completed training in assisting students with Autism Spectrum Disorder.

Strategic Direction 3: Collaboration

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

QTSS release: \$77,686.00

Summary of progress

Collaborative Practice and Future Focused Learning, Strong Partnerships and Strengthening Our Aboriginal Partnerships

A collaborative practice initiative has been commenced through the development of the Ryde Explicit Teaching Network consisting of 4 schools; North Ryde Public School, Putney Public School, Melrose Park Public School and Boronia Park Public School. The purpose of the network is to build the leadership capacity of middle leaders and collaborate to develop and strengthen explicit teaching practices, particularly with the implementation of the new English and Mathematics syllabuses.

To ensure strong communication when school resumed after learning from home, the school endeavoured to ensure that its practices to engage parents and families were strengthened. Fortnightly newsletters were reviewed to ensure that they included high quality information around attendance and student learning. Skoolbag was utilised for urgent information. As a result of this ongoing and positive communication student attendance levels soon returned to pre-covid levels. Additionally, the school has a strong Parents and Citizens' Association who support and engage with the school regularly, running a Uniform Shop and engaging in a range of fundraising activities. A Band committee comprised of parents, community members and teaching staff ensures that all organisation related to school bands and music groups is efficient. Every class has a designated Class Parent who ensures regular communication between the P&C and the greater parent body. The school community is beginning to feel re-connected due to the opportunities to return to the school and support teachers and students as evidenced by:

- A total of 203 of 360 students had parents who attended Education Week Open Day.
- A total 162 (45%) family members attended the student performance on Education Week Open Day.
- A number of parents and community members holding office as members of the P&C or regularly attending P&C meetings. their duties involved vital fundraising of funds for school resources, organising school discos, weekend picnics and taking orders for the uniform shop.
- Kindergarten and Year 1 parents collaborated to organise a weekend picnic at a local park to build social relationships between parents and students.
- Supporting teaching staff as parent helpers in the classroom
- Greater ties with culturally-diverse parents and community members are beginning to develop with some now undertaking training to be on selection panels for teacher positions
- Sharing of the school facilities with local community and sporting groups.
- Taking advantage of local facilities such as partnering with St John's North Ryde Anglican Church as a venue for our School Band workshop.
- An excellent "Colour Explosion" fundraiser was organised by the P&C.
- Developing relationships with the local Aboriginal community to construct a Yarning Circle, Aboriginal murals and their involvement in future celebrations and acknowledgements of Aboriginal culture and histories.

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
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<p>Collaborative Practice and Future Focused Learning</p> <ul style="list-style-type: none"> • Percentage of teachers regularly engaging in collaborative planning, reflection and evaluation of teaching and learning programs and student achievement is moving towards the school identified target of 100%. • Percentage of teachers embedding technology into teaching and learning programs to improve and enhance student engagement and outcomes is moving towards the school identified target of 100% 	<ul style="list-style-type: none"> • Analysis of stage meetings shows that 100% of teachers regularly engaging in a range of collaborative planning, reflection and evaluation of teaching and learning programs and student achievement indicating progress toward the school identified target. Plans to further develop teacher capacity will occur in 2023. • Analysis of teaching and learning programs shows that the majority of teachers are embedding technology into teaching and learning programs indicating progress toward the school identified target.
<p>Parent engagement</p> <ul style="list-style-type: none"> • In the theme of 'Parent Engagement' in the element of Reporting, the school is moving towards the level of Excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Parent Engagement in the element of Reporting.
<p>Attendance</p> <p>The percentage of students attending school more than 90% of the time to be at or above the school's lower bound system negotiated target of 90.2%</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 14.10%. This data was harvested from Semester 1 and has been negatively impacted by the Health Orders in relation to COVID 19 at the time.
<p>Aboriginal Education</p> <p>Percentage of teachers embedding Aboriginal Perspectives into teaching and learning programs is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Analysis of teaching and learning programs shows that the majority of teachers are embedding Aboriginal Perspectives into some teaching and learning programs indicating progress toward the school identified target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$54,787.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North Ryde Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustments • consultation with external providers for the implementation of sensory room • 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) <p>The allocation of this funding has resulted in the following impact: 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.</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>\$7,698.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Ryde Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Other funded activities <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 • professional development of staff through 'Rosenshine's Principles', Action learning and 'Spirals of Inquiry to support student learning • employment of additional staff to support learning support program implementation. <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.</p> <p>employ an SLSO to support identified students.</p>

<p>Aboriginal background</p> <p>\$714.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging with local AECG to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <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: to continue to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$121,221.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional bilingual staff to support communication • 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 staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • 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. increased teacher capacity to identify the learning needs of EALD students.</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>\$81,715.00</p>	<p>Low level adjustment for disability equity loading provides support for students at North Ryde Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students 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.</p>
<p>Professional learning</p> <p>\$26,690.62</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at North Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Explicit Teaching • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teaching staff collaborate in stage groups to plan and sequence a series of lessons through a Spirals of Inquiry after determining a 'problem of practice' to focus on. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: engagement of APC&I to undertake personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$77,686.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North Ryde Public School.</p>

<p>QTSS release</p> <p>\$77,686.00</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"> • Collaborative Practice and Future Focused 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 spirals of inquiry and lesson observations of explicit teaching to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice with technology. teachers use learning intentions, success criteria and have a strong focus on formative assessment. teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as science. employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$25,960.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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 . • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the 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>
<p>Literacy and numeracy</p> <p>\$15,930.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at North Ryde Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$15,930.00</p>	<ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • 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 • 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: positive changes in the way teaching and learning programs now incorporate explicit teaching strategies. increased capacity to explicitly teach within their classrooms as per the model of pedagogy.</p> <p>After evaluation, the next steps to support our students will be: to continue the next phase of Initialit training, which will be rolled out to new teachers in 2023. purchase further resources to support the teaching of Initialit.</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 North Ryde Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <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 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <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.</p> <p>After evaluation, the next steps to support our students will be: employment of an Assistant Principal Curriculum and Instruction to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	209	195	203	188
Girls	211	197	194	175

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	95.1	94.2	93.6
1	94.0	93.6	95.2	92.3
2	92.5	95.6	95.0	92.2
3	93.8	92.8	95.2	92.4
4	96.4	93.3	94.3	93.2
5	94.8	95.0	94.7	92.5
6	95.8	95.6	93.5	91.3
All Years	94.5	94.4	94.6	92.5
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
Assistant Principal(s)	4
Classroom Teacher(s)	11.86
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	3.12

*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	668,058
Revenue	3,801,420
Appropriation	3,369,510
Sale of Goods and Services	9,826
Grants and contributions	411,242
Investment income	10,042
Other revenue	800
Expenses	-3,629,822
Employee related	-3,046,461
Operating expenses	-583,360
Surplus / deficit for the year	171,599
Closing Balance	839,657

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	54,787
Equity Total	211,352
Equity - Aboriginal	715
Equity - Socio-economic	7,698
Equity - Language	121,222
Equity - Disability	81,716
Base Total	2,694,547
Base - Per Capita	100,314
Base - Location	0
Base - Other	2,594,234
Other Total	211,120
Grand Total	3,171,805

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

Students

In 2022, there were 126 student participants in the Tell Them From Me Survey, from Years 4, 5 and 6.

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

Particularly high areas were:

- Student participation in school sports 97% (8 above state average)
- Students with positive relationships 91% (6 above state average)
- Students with positive behaviour at school 97% (14 above state average).

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

- 28% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 47% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 19% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

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

Student perseverance levels - The extent to which students can pursue their goals to completion, even when faced with obstacles. Results indicated that students had less resilience than the state average. 46% compared to 48%.

Parent Responses

In 2022, there were only 9 respondents to the Tell Them From Me Survey for parents. This could be about 2.5% of the parents. As a result, there were mixed responses and the data is insufficient to investigate further..

Our aim is to be proactive in encouraging parents to respond to the survey and some new strategies will be discussed and implemented.

Teacher Responses

In 2022, 22 respondents completed the Teacher Survey.

The teacher responses were generally very positive:

- Leadership 7.1 (compared to the state norm 7.1)
- Collaboration 8.0 (7.8)
- Learning Culture 8.1 (8.0)
- Data Informs Practice 7.6 (7.8)
- Teaching Strategies 8.1 (7.9)
- Technology 5.8 (6.7)
- Inclusive School 8.1 (8.2)
- Parent Involvement 6.8 (6.8)
- Challenging and Visible Goals 7.6 (7.5)
- Planned Learning Opportunities 7.6 (7.6)
- Quality Feedback 6.9 (7.3)
- Overcoming Obstacles to Learning 7.7 (7.7)

An area which may need improvement is:

- Technology 5.8 (state norm 6.7)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

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