

2022 Annual Report

West Ryde Public School

Mind
Nurturing
Person



3023

Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

School Excellence Framework (SEF)

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

What Works Best (WWB)

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Nurturing the mind - Maximise student learning outcomes in reading and numeracy and build strong foundations for academic success. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

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

Resources allocated to this strategic direction

Summary of progress

Teacher Professional Learning that improves the teaching of literacy and numeracy

Throughout 2022, planned activities were implemented according to the timeline outlined in Strategic Direction One. This supported a collective staff focus that was facilitated by reflective pedagogy to develop quality reading (comprehension) and numeracy programs supported by high impact professional learning. This focus and the impact on teaching and learning is demonstrated in the variety of evidence gathered. Numeracy became a greater focus during CPCs with the employment of an APIL to drive best practice. This will continue to be a focus in 2023. Comprehension CPC sessions delved deeper into data and drove student outcomes (as reflected in the achievement of lower bound targets).

Literacy

76 Year 3 students and 81 Year 5 students sat for the 2022 National Assessment Program in reading. In Year 3 West Ryde's overall percentage in the top 2 bands is 84.4%. The state average in reading is 54.0%. In Year 5 West Ryde's overall percentage in the top 2 bands is 62.0%. The state average in reading is 40.5%. The school performed well above the state average in all aspects of literacy in both Year 3 and Year 5. This year, there is no growth data available as students did not sit NAPLAN in 2020 due to COVID / lockdowns. Our commitment to ensuring every student improves every year is illustrated with students achieving these results in literacy. Programs have been developed to target students who obtained below expected growth to assist them in making progress with their learning in 2023. There will be a continued focus in 2023 on delivering high impact professional learning to build staff capacity and embed quality teaching pedagogies.

Numeracy

76 Year 3 students and 81 Year 5 students sat for the 2022 National Assessment Program in numeracy. In Year 3 West Ryde's overall percentage in the top 2 bands is 59.7%. The state average in numeracy is 37.0%. In Year 5 the overall percentage in the top 2 bands is 68.4%. The state average in numeracy is 29.4%. The school performed well above the state average in numeracy. This year, there is no growth data available as students did not sit NAPLAN in 2020 due to COVID / lockdowns. Our commitment to ensuring every student improves every year is illustrated with students achieving these results in numeracy. Programs have been developed to target students who obtained below expected growth to assist them in making progress with their learning in 2023. There will be a continued focus in 2023 on delivering high impact professional learning to build staff capacity through the continued incorporation of mathematics in the weekly CPC sessions and embed quality teaching pedagogies.

Engaging and challenging all students in learning

A High Performance & Gifted Education (HPGE) committee was formed, and whole school high impact professional learning was undertaken to ensure all staff have a deep understanding of the domains. Class teachers and support staff trialed an identification process and the coordinator and DP/LST coordinator attended 4 days of training through the GERRIC Course. As a result, there was a change in focus for HPGE and further refinements will be undertaken in 2023.

Data skills and use driving practice

This year, staff refined their knowledge of formative and summative assessments through ongoing PL in stage meetings.

Teachers have a deep understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. This rigorous practice provided the basis for high level conversations and analysis of students in the top two bands and students sitting just outside the top two bands. The internal data source for the WRPS' Data dashboard is the Fountas & Pinnell Comprehension levels and EALD progressions. 100% of classroom teachers have a sound understanding of student assessment and data concepts as shown through stage meeting discussions and meeting minutes.

Future directions

- Continuation of our explicit literacy programs and weekly staff Comprehension PL (via CPC meetings) will support a movement of students to higher bands which should result in an increased number of students achieving in the top 2 bands in 2023.
- Continuation of mathematics in the weekly staff CPC meetings, focusing on best practice pedagogy in numeracy. Staff will engage in high impact professional learning to support student growth and achievement.
- Refining of HPGE systems and process to further extend and enrich identified students.
- Introduction of a APCI to drive teaching sprints and improve student data
- Refinement of writing programs K-6 with a focus on vocabulary and language rich classrooms
- Implementation of the new K-2 English and mathematics syllabus

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 - NUMERACY <ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 67.70%. 	<ul style="list-style-type: none"> • 64.1% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
NAPLAN TOP 2 BANDS - READING <ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 71.70%. 	<ul style="list-style-type: none"> • 73.08% of students achieved in the top two bands in NAPLAN reading indicating achievement of, and exceeding the lower-bound target.
NAPLAN EXPECTED GROWTH - READING <ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound-system negotiated target of 63.7%. 	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN EXPECTED GROWTH - NUMERACY <ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 59.9%. 	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
SCHOOL EXCELLENCE An improvement in the elements of "Data Skills and Use" and "Learning and Development" to be moving towards the school identified target 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 element of Data Skills and Use and at excelling in the element of Learning and Development.



Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Summary of progress

EVERY MINUTE COUNTS

Consultations continued to be held with the HSLO to analyse West Ryde Public School's attendance practices. Regular professional learning opportunities were held with staff to ensure all teachers are aware of their legal responsibilities in regards to attendance. We refined the school systems for retrieving absence notes and launched the Sentral Parent Portal. Parents and community were regularly updated via the newsletter and as a result there was a reduction in unexplained absences. Due to a change in DoE COVID restrictions and international borders opening, there was a steep decline in students attending over 90% of the time (70.8% in 2022 compared to 93.6% in 2021). This is due to students being marked as absent if away with COVID, the community being encouraged to stay home if unwell and a significant increase in families taking unjustified leave to visit family overseas. This was well above the percentage of our school network which was 65.1%. It is important to note that our overall attendance rate for 2022 was 91.8%.

POSITIVE BEHAVIOUR FOR ENGAGING LEARNERS

Staff started the year with a PBEL walk around to ensure consistency of approach, and as a staff, refined the PBEL matrix. The evidence shows that there was a deficit in staff understanding of the PBEL systems and approaches. This resulted in delay with re-launching PBEL in 2022. In Term 3, staff were consulted on the behavioural levels to gain a consistent approach and parents were consulted in Term 4. With the new timeline, we will be re-launching our PBEL school-wide approach Day 1 2023. From here, stages were able to refine the PBEL class lessons ready for implementation in Term 1. There was an increase in behavioural referrals in some stages, and the refinement of the behavioural flowchart was created and will be implemented in 2023. Students, staff and the community voted on a new mascot for our school.

A PLANNED APPROACH TO WELLBEING

Feedback from the Learning Support Team, local schools and the needs of our students resulted in the decision to not proceed with Forge. Data from Forge surveys showed that this program wasn't value adding to the needs of the students at WRPS. In addition there were concerns regarding ownership of data.

The Wellbeing team created grade based Scope and Sequence documents for delivering the new PDHPE syllabus. Transition support for students starting school in 2023 occurred with our local high school (Marsden HS) as well as local high schools; and additional sessions were held for identified students. Tell Them From Me data indicates, that there has been a slight decline in positive sense of wellbeing in advocacy (86% in 2022 compared to 92% in 2021 and 88% in 2020) and expectations for success (96.9% in 2022 compared to 98% in 2021 compared to 97% in 2020). Sense of belonging continued on the upward trajectory (79.5% in 2022 compared to 78% in 2021 compared to 69% in 2020) as a result of the school priority of 'returning to the new normal' post lockdowns in 2020 and 2021.

Future Directions

- Attendance procedures revised with all staff to ensure consistency across the school
- PBEL lessons created for Terms 2-4 to explicitly teach expectations to students
- PBEL relaunched and consistent understanding of the school wide behaviour management processes

- Professional Learning on how to refer students of concern to the LaST through use of the flowchart
- Continued education for families on attendance, and approved leave reasons to try and get a reduction on families travelling during the school term
- Utilisation of Sentral Parent Portal to provide timely absence reasons

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
ATTENDANCE The percentage of students attending school more than 90% of the time is moving towards the lower bound system negotiated target of 92.6%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased to 70.80% as a result of the changes to COVID safe practices.
WELLBEING Tell Them From Me wellbeing data (advocacy, belonging and expectations) improves to be moving towards the lower bound system negotiated target of 89.2%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 87.23% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which indicates progress toward/the lower-bound target.



Strategic Direction 3: Excellence in Teaching and Leading

Purpose

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

Initiatives

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

- Learning partnerships
- Contemporary learning practices
- Leadership pathways

Resources allocated to this strategic direction

Summary of progress

Learning partnerships

As part of the University of Newcastle Quality Teaching Rounds project, identified staff engaged in Professional Learning on Quality Teaching Rounds and subsequently participated in their first QTR session. Staff observed and measured successful practitioners in action and used the Quality Teaching Framework to measure the impact of the lesson. Following this, an additional two staff were trained and will embed QTR across K-6 in 2023. This year, our connection to our local High School was strengthened through the planning and implementation of the Bridging The Gap initiative as our Stage 3 and Stage 4 teachers learnt alongside each other to suitably transition students from our setting to theirs. Professional learning communities have enhanced teacher capacity and student outcomes through CPCs.

Contemporary learning practices

The digital education team created and shared the digital education scope and sequence across K-6 and is ready for implementation 2023. With the implementation of the new K-2 syllabus, collaborative learning environments professional learning was delayed, with a focus being on effective practices in literacy and numeracy in shared spaces as a priority in 2023.

Leadership pathways

The School Leadership Identification Framework set the basis for building the capacity of existing leaders and aspiring leaders. A West Ryde Aspiring Leaders Network was established and strengthened the interpersonal skills of all leaders within our school. All leaders participated in a two-day workshop focused on inspiring innovative leadership. The Highly Accomplished and Lead Network supported the accreditation journey of staff across 4 schools in the Ryde Network, with some compiling their evidence for submission. This recognises and values the role of accreditation at the higher levels.

Future Directions

- Quality Teaching Rounds to be implemented across K-6
- Bridging The Gap to continue and enhance transition between primary and high school
- The digital technology K-6 Scope and Sequence will be implemented alongside teaching and learning programs
- APCI and APs to support best practice in contemporary classrooms
- Continue to engage leaders in the West Ryde Aspiring Leaders Network with the inclusion of Grade Leaders
- Continue the Ryde HALT Network

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>CURRICULUM</p> <p>An improvement in the element of "Curriculum" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</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 element of Curriculum.
<p>LEARNING AND DEVELOPMENT</p> <p>An improvement in the element of "Learning and Development" to to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development.
<p>EDUCATIONAL LEADERSHIP</p> <p>An improvement in the element of "Educational Leadership" to to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Educational Leadership.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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"> • 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 additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students were able to transition smoothly into school life with the support of teachers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Ongoing monitoring and in-class support, as needed. This will be undertaken by the LST and EALD team * Continue to strengthen opportunities for new arrivals to develop their social skills to connect with their peers within the playground
<p>Integration funding support</p> <p>\$50,873.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Ryde Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Additional staffing to assist students with additional learning needs • Staffing release for targeted professional learning around ASD • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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) • Implementation of targeted programs to differentiate teaching and learning programs • Creation and implementation of lunchtime 'games group' intervention programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All eligible students receiving targeted in class / playground support with trained SLSOs and LST * Supporting progress towards their personalised learning goals * Regular meetings with stakeholders and formal PLaSP reviews * Four students received direct support within the classroom and playground utilising their allocated integration funding, two students left the school and a budget adjustment was completed <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue holding regular PLaSP meetings with all stakeholders to ensure student needs are being met * Continued SLSO support in the classroom and playground as needed and as reflected in PLaSPs * Intervention programs as needed in consultation with LaST and LST
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Ryde Public School who may be</p>

<p>\$14,464.91</p>	<p>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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing students with economic support for educational materials, uniform, equipment and other items • Employment of additional staff to support COVID intervention reading program implementation <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Targeted students (COVID ILSP) receiving intervention for comprehension development which resulted in all students showing growth of 3 levels or more with their reading comprehension * All students being able to participate in school activities and events (sporting, camps, events and excursions etc) * Increased sense of self worth and school pride with all students having access to uniforms <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continued supplementation of the COVID ILSP program and specialist staffing to provide ongoing targeted support for identified students to support our trajectory of achieving targets * Provide ongoing welfare support for identified families and students
<p>English language proficiency</p> <p>\$319,980.69</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Ryde Public School.</p> <p>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 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 • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • Withdrawal lessons for small group (developing) and individual (emerging) support • 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:</p> <ul style="list-style-type: none"> * All EALD students receiving targeted support both in-class and withdrawal to support their learning, on a needs basis * EALD teachers creating programs and activities for classroom use, and working with classroom teachers to enhance and differentiate classroom programs * EALD students are more confident and prepared to take risks with their language use as noted in teacher observations * Identified staff attended PL on the EALD progressions and upskilled WRPS staff <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Upskill classroom teachers with strategies to differentiate programs to cater to the needs and learning styles of all students * Further PL for all staff on working with the EALD progressions * Continued employment of specialist staff to provide ongoing targeted intervention and support for EALD students * EALD experts to model best practice lessons which enhance language

English language proficiency \$319,980.69	skills, vocabulary and writing
Low level adjustment for disability \$113,399.22	<p>Low level adjustment for disability equity loading provides support for students at West Ryde Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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 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 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:</p> <ul style="list-style-type: none"> * One full time Learning Support Teacher to work with students and staff K-6 resulting in targeted programs and team teaching opportunities to support students development * Fund additional SLSO time to support identified students resulting in greater engagement in the classroom * Additional time / days for Learning Support Teacher to provide targeted intervention programs * Creation and implementation of social skills interventions: games group K-6, leadership and social skills - Stage 3 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To further expand the impact of the LST the school will continue to support identified students through the employment of trained SLSO and additional LaST time (to have a full time LaST) * APCI to work with LT to ensure all students are supported appropriately * Continuation of social skills program in Stage 3
Professional learning \$42,908.84	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at West Ryde Public School.</p> <p>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 initiative funding include:</p> <ul style="list-style-type: none"> • Teacher Professional Learning that improves the teaching of literacy and numeracy • Learning partnerships with Marsden High School through Bridging the Gap • Quality Teaching Rounds - both external and internal • New Curriculum Reform PL • Whole school, stage and individual PL sessions to support PDPs and our Strategic Directions <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increase capacity of all teachers to embed effective practices in literacy,

<p>Professional learning</p> <p>\$42,908.84</p>	<p>numeracy and self-identified PL areas (as reflected in PDPs)</p> <ul style="list-style-type: none"> * QTR (Quality Teaching Rounds) - undertaken by 5 experts in the school, and an additional 2 staff trained * K-2 staff being experts in the field for the new syllabus * All staff trained in Essential Assessment - ready to use as a school wide tool in 2023 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Expand the QTR model across the school * Undertake learning sprints in K-6, utilising the expertise of the APCI and aligning to staff PDPs * Personalised and targeted PL in-line with PDPs and school plans * Focused PL on writing, vocabulary and HPGE
<p>Literacy and numeracy</p> <p>\$43,480.07</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at West Ryde Public School from Kindergarten to Year 6.</p> <p>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 initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy • Targeted professional learning to improve literacy and numeracy - through CPC sessions • Resources to support the quality teaching of literacy and numeracy • Employment of a relieving Assistant Principal, Instruction Leader to model best practice numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increase in average benchmark levels and student growth in comprehension, with all students making progress across the year (including a substantial number of students who made exponential growth of 4 levels or more) * All classes K-6 receiving ongoing mentoring and expert guidance from the Assistant Principal, Instruction Leader for mathematics <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * APCI and executive to identify areas of need for grades / stages to undertake learning sprints * Continued targeted PL and data driven discussions through the CPC sessions to improve literacy and numeracy outcomes * Key focus area on language acquisition (vocabulary) and writing
<p>QTSS release</p> <p>\$120,896.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Ryde Public School.</p> <p>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 initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing (DPIL) to support staff collaboration in the implementation of high-quality curriculum • Assistant principals provided with additional release time to support classroom programs • Implementation of observational rounds to strengthen quality teaching practices • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Assistant Principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$120,896.89</p>	<ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives (APIL) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * ECTs receiving additional, ongoing support with our teacher mentor to improve teaching practice and student outcomes * DPIL to support the weekly CPC teacher PL to drive comprehension progression for all students * APs provided with time to get into both stages / all classes every week <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continued employment of the DPIL to conduct and lead high-level CPC sessions * Time for APs to undertake IL role with stages * APCI to support ECTs and executive with school priority areas
<p>Literacy and numeracy intervention</p> <p>\$48,262.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at West Ryde Public School who may be at risk of not meeting minimum standards.</p> <p>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 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:</p> <ul style="list-style-type: none"> * ECTs receiving additional, ongoing support with our teacher mentor to improve teaching practice and student outcomes * DPIL to support the weekly CPC teacher PL to drive comprehension progression for all students * APIL working with all classes K-6 to improve mathematical teaching and programming <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continued employment of DPIL to work closely with APCI to support student growth in comprehension and numeracy
<p>COVID ILSP</p> <p>\$45,784.00</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 - reading comprehension • Employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Targeted support for students (3 times per week) to enhance their comprehension, resulting in all students progressing at least 3 levels during

COVID ILSP	the intervention program
\$45,784.00	After evaluation, the next steps to support our students will be: * School to fund the continuation of comprehension intervention programs for identified students



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	362	333	331	314
Girls	329	301	301	278

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	94.1	95.9	91.1
1	93.5	93.4	94.9	92.4
2	94.9	94.7	96.3	90.5
3	94.3	92.5	96.3	92.5
4	94.4	94.0	97.2	91.8
5	95.8	93.6	95.4	93.0
6	94.0	94.7	96.2	89.7
All Years	94.3	93.8	96.0	91.6
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)	4
Classroom Teacher(s)	23.14
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	2.2
School Administration and Support Staff	4.06
Other Positions	2

*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	505,504
Revenue	6,141,181
Appropriation	5,655,429
Sale of Goods and Services	41,643
Grants and contributions	435,519
Investment income	7,790
Other revenue	800
Expenses	-6,056,520
Employee related	-5,310,147
Operating expenses	-746,373
Surplus / deficit for the year	84,661
Closing Balance	590,165

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	51,561
Equity Total	447,845
Equity - Aboriginal	0
Equity - Socio-economic	14,465
Equity - Language	319,981
Equity - Disability	113,399
Base Total	4,441,896
Base - Per Capita	159,694
Base - Location	0
Base - Other	4,282,202
Other Total	571,202
Grand Total	5,512,503

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.

Our executive and staff have been analysing our 2022 NAPLAN results to forward plan 'where to next'. Student Growth and Attainment is a priority for the DoE and is our main strategic direction. This year, our results have already surpassed the 'lower bound' targets set for the 5 year school plan. A wonderful achievement that is a testament to the rigorous programs offered K-6 at WRPS! Whilst we have achieved outstanding results across all domains, it is important to remember, that NAPLAN is a snapshot of one point in time - and is one type of assessment. At West Ryde, we value the whole child, and ensure we nurture the mind, nurture the person.

Key findings from NAPLAN 2022:

YEAR 3 DATA

- 85% of students achieved a Band 5 or higher for reading, compared to 54% of students across DoE schools
- 87% of students achieved a Band 5 or higher for writing, compared to 55% of students across DoE schools
- 85% of students achieved a Band 5 or higher for spelling, compared to 52% of students across DoE schools
- 81% of students achieved a Band 5 or higher for grammar & punctuation, compared to 52% of students across DoE schools
- 60% of students achieved a Band 5 or higher for numeracy, compared to 37% of students across DoE schools

YEAR 5 DATA

- 62% of students achieved a Band 7 or higher for reading, compared to 40% of students across DoE schools
- 46% of students achieved a Band 7 or higher for writing, compared to 27% of students across DoE schools
- 70% of students achieved a Band 7 or higher for spelling, compared to 40% of students across DoE schools
- 54% of students achieved a Band 7 or higher for grammar & punctuation, compared to 34% of students across DoE schools
- 68% of students achieved a Band 7 or higher for numeracy, compared to 29% of students across DoE schools



Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of our parents, students and staff to ensure we are working to achieve the best results for all our students. In 2022, we once again utilised the CESE 'Tell Them From Me' surveys to gather information. Data is collated electronically and a mean for each of the seven ranked domains provided. Each ranking is out of 10.

Parents

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

In 2022, 108 surveys were completed by members of the school community. This is a big increase from 2021 where we had 66 responses. The survey included seven separate measures, which were scored on a ten-point scale.

The key responses include:

- * A mean of 6.8 of parents agree that West Ryde Public School is a welcoming school where parents: can easily speak to teachers; are well informed about school activities; and teachers listen to concerns. This is on par with 2021 results

- * A mean of 6.1 of parents feel well informed, which is a slight decrease from 2021. West Ryde Public School parents feel they are well informed about their child's academic, behavioural and social/emotional development. Parents would like to gain a deeper understanding about opportunities available for their child's future. In 2022 we will continue to strengthen our home-school partnerships.

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

Students

Students were invited to provide feedback based on their satisfaction level with the school. 228 students from Years 4-6 completed the satisfaction survey. Students completed the survey in April and September and their feelings collated in each survey. Key findings include:

- * 64% of students participate in extra-curricular activities, which is an increase from 50% in 2021.

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

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

- * 87% of Year Five students are interested and motivated in their learning, however the school mean is 79% overall, with Year Four students self-reflecting lower motivation. This overall result is on par with NSW Government schools average of 78%.

Staff

Staff were invited to provide feedback based on their satisfaction level with the school. 37 teachers participated in the survey in 2022.

- * The school mean for collaboration is 7.8 showing that teachers work with other teachers in developing cross-curricular or common learning opportunities and talk with other teachers about strategies that increase student engagement.

- * There is a norm of 8.6 for setting high expectations for student learning.

- * There is a norm of 9.2 for establishing clear expectations for classroom behaviour and teachers striving to understand individual needs of their students.

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

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



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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.

Highlights for West Ryde Public School in 2022 included:

- The Acknowledgement of Country at each assembly and formal gathering, delivered by the Indigenous students of the school. Aboriginal and Australian flags being displayed on the duel-flagpole
- Commemoration of NAIDOC Week with a Koomurri Immersive experience for all students K-6
- 2 staff members visiting Gol Gol to strengthen partnerships through the City Country Alliance of Schools
- Student leaders participated in the Gol Gol City Country Alliance zoom sessions
- Commemoration of the NAIDOC Week theme 'Get Up! Stand Up! Show Up' was undertaken during classroom lessons. Students completed learning activities based on the importance of Country. We culminated this with a meaningful assembly for all students K-6
- Indigenous perspectives continue to be taught through a variety of Key Learning Areas, including Geography, History and English. This has provided further opportunities for students to explore the relationship between Aboriginal people and the land. Quality literature and multi-modal texts have enhanced students' learning about Aboriginal culture and perspectives
- All staff undertook the Professional Learning course - 'Aboriginal Cultural Education - Let's take the first step together' to further enhance their knowledge and understanding

Anti-Racism Policy

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

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

Cultural diversity and community participation are valued at West Ryde. 85% of students are from language backgrounds other than English. Over 40 language backgrounds are represented, the most common of which are Mandarin, Cantonese, Hindi and Korean.

Our highly successful programs include:

- An English as an Additional Language or Dialect (EAL/D) program
- An intensive New Arrival English language program (NAP)
- In-class support for EAL/D students
- Multicultural perspectives integrated in all Key Learning Areas in all classrooms
- The teaching of Mandarin, Korean and Hindi Community Languages
- All students participate in the Multicultural Public Speaking Competition

West Ryde offers Mandarin, Korean and Hindi as three community languages. Students come with diverse linguistic and cultural backgrounds. Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its people. The ability to communicate in Mandarin, Korean and Hindi for our students provides encouragement for meaningful interaction between them and those they connect with that share their cultural background.

In Term 3, our community language classes were able to showcase their learning at a K-6 assembly presenting cultural performance items including drama, music, and dance to the school community. It is an invaluable learning opportunity for students to develop their Mandarin, Korean and Hindi language skills, and an appreciation of their cultural heritage.

Our Community Languages teachers, Mrs Liang (Mandarin), Mr Jung (Korean) and Mrs Chaudhary (Hindi) each working four days a week provide students with these wonderful opportunities.

Other School Programs (optional)

CREATIVE AND PERFORMING ARTS

Junior Choir

This year, Junior Choir had a number of amazing performance opportunities within WRPS and in the Ryde Community. In April, we were able to perform The Beatles all time classic, Here Comes The Sun, in front of the Year 3 - 6 students. In October, the Junior Choir had their first public performance in the Granny Smith Festival, where they sang Best Day of My Life by American Authors.

Senior Choir

The senior choir is an extracurricular activity for students in Year 3-6 that allows students to extend the creative and performing arts and demonstrate high levels, skill and expertise in music. Our amazing Senior Choir has participated and performed as part of the Massed Choir in the Pulse Alive Festival in the beginning of the year and Ryde Schools' Spectacular in October. It was an opportunity to join together with primary and secondary schools across NSW to provide musical and dance performances. This was also an opportunity to perform to their parents and school community in Sydney Olympic Park and Sydney Opera House.

Junior Dance

The Junior Dance Group is an extracurricular activity for students in Years 3 & 4 that allows students to extend beyond the creative and performing arts outcomes and demonstrate high levels and skill and expertise in dance. The Junior Dance Group has had a wonderful year with successful auditions and performances for the Sydney North Dance Festival and Granny Smith Festival. Students are provided the opportunity to perform to their parents and the school community in theatres and concerts in the Greater Sydney Area.

Senior Dance

The Senior Dance Group is an extracurricular activity for students in Years 5 & 6 that allows students to extend beyond the creative and performing arts outcomes and demonstrate high levels, skill and expertise in dance. The Senior Dance Group has had a tremendous year with successful auditions and performances for the Sydney North Dance Festival, Granny Smith Festival and Ryde Schools' Spectacular. Students are provided the opportunity to perform to their parents and the school community in theatres, concerts in the Greater Sydney Area and even the Sydney Opera House.

Wakakirri

West Ryde Public School performed in Wakakirri, the biggest nation-wide performing arts competition, for the first time

this year. Over 80 students participated, allowing students to demonstrate skill and expertise in the creative and performing arts. Their performance included a mix of dance and drama skills in a 7 minutes 'story-dance'. The West Ryde Wakakirri team won a total of 8 on-stage awards including best backstage crew, excellent group acting, excellent costume design and excellent finale, and were invited back to perform in the Sydney Awards Show. Additionally, we were nominated for 2 National Festival Awards, and were awarded one of these "National Story Festival Award for Excellence in Performing Arts in the Entertainment Category".

School Band and Strings Program

West Ryde Public School has a thriving and growing music program with support from Teaching Services Australia (TSA). Our Junior and Senior concert bands and string groups were able to meet in person for combined rehearsals, individual and group lessons and in person concerts for the first time in a couple of years with huge enthusiasm. In 2022, the various groups performed both at school and in public. They participated in area Eisteddfods where they received positive feedback about their performances and in bigger statewide activities such as the Festival of Instrumental Music performed at the Sydney Town Hall. Students also performed for family and friends at school in multiple showcases throughout the year. Our school's band and string program continues to expand each year and we look forward to more performances throughout 2023.

ENVIRONMENTAL EDUCATION

In 2022, WRPS were very pleased to gain second place in the Ryde Spring Garden Competition in the Schools category. The judges commented that "The timber learning terrace sets the scene for this lovely outdoor classroom. Raised garden beds offer easy access for little learners avid to participate, propagate and plant." The kitchen gardens are a much-loved resource within the school, providing plenty of opportunity for supporting hands on and practical learning experiences especially in the areas of maths and science.

MATHS OLYMPIAD

This year, 37 students from Years 4, 5 and 6 were part of the Maths Olympiad team. The competition is focused on students' ability to solve mathematical problems in a creative manner. Training sessions ran once a week in Terms 1 to Terms 3, with 5 competitions interspersed throughout. With the fantastic efforts of all the students, West Ryde Public School placed in the top 20% (80th percentile) of all schools - an improvement on previous years where we placed in the top 25% and top 30%.

Our highest scorer received a score of 23 out of 25. In addition, 4 other students were in top 10% of students who competed in all of Australia and New Zealand.

Well done to all of the students who competed in the Maths Olympiad sessions this year. They all demonstrated critical thinking, problem solving skills and perseverance while representing West Ryde with pride. All students should be extremely proud of their progress and results!

STUDENT REPRESENTATIVE COUNCIL

2022 was a busy year for the SRC, with our team of 32 enthusiastic students dedicated to organising initiatives for all West Ryde students to participate and contribute to the school and the wider community. Our first initiative was Harmony Day, which celebrated the many diverse cultures that our students come from. Students wore orange or their cultural dress and participated in a range of activities to embrace the theme of "Everyone Belongs."

Red Day raised money for the Salvation Army with a particular focus on families in the need in the Ryde area. This Initiative involved the SRC team rolling up their sleeves to run a bake sale and the whole school wearing red to show their support. A total of \$3470 was fundraised for the Salvation Army.

The Jump Rope for Heart program was an initiative which fundraised money for the Heart Foundation. This program ran over 5 weeks with daily skipping sessions, culminating in a schoolwide Jump Off day. It raised a total of \$10, 183.

