

# 2022 Annual Report

## Ryde East Public School



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# Introduction

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

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

## School contact details

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Ryde East Public School

12 Twin Rd

North Ryde, 2113

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

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

9878 3681

## School vision

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

## School context

Ryde East Public School is a Metropolitan North primary school located in North Ryde, close to Wallumatta Nature Reserve, with a student enrolment of 470. Our student demographic includes 178 (34%) students who identify as having English as an Additional Language or Dialect, and 4 Aboriginal students. Ryde East Public School has a strong connection to the local community with an active parent community and supportive Parents and Citizens Association.

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine evidence-based teaching practices that are responsive to current research. Staff will further embed data driven practices that are responsive to the learning needs of students when developing quality teaching and learning programs.

### Initiatives

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

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

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$17,969.79

**Integration funding support:** \$147,250.00

**Aboriginal background:** \$5,270.40

**English language proficiency:** \$94,702.54

**Literacy and numeracy intervention:** \$45,968.40

**Low level adjustment for disability:** \$97,337.34

### Summary of progress

#### Effective classroom practices: Reading

The implementation of the new K-2 English syllabus was a key priority with a focus on understanding the five essential skills of reading. This included the explicit and systematic teaching of phonics and phonemic awareness (foundation skills), along with the introduction and design of Textual Concepts units of work to support improvement in vocabulary, comprehension and a deep understanding of concepts, such as character and theme. This was implemented throughout 2021 and 2022.

Strategic resourcing, of human and financial resources, and differentiated professional learning, enabled this initiative to be successfully implemented. Initially executive staff undertook professional learning in order to understand the new syllabus pedagogy and changes in practices that would be required. Targeted professional learning was then delivered through the executive staff and through online courses to support the explicit, systematic teaching of the foundation skills outlined in the syllabus. Decodable texts were purchased to support the teaching of these skills. The Deputy Principal and Assistant Principals worked as instructional leaders, providing shoulder-to-shoulder support through mentoring, demonstration lessons and team teaching to ensure evidence-based practices were occurring in our classrooms. Once the foundational skills were deeply embedded, 2022 saw the implementation of Textual Concepts units of work. A whole-school programming template was designed based on DoE and NESA requirements. Stage planning days, and the purchasing of quality texts, supported the development of these units of work. This change process ensured the staff had a thorough understanding of the new English syllabus with a focus on phonics, phonemic awareness, vocabulary and comprehension. Collaborative programming ensured evidence-based explicit teaching practices were embedded in stage-based programs. Regular feedback was sought through stage meetings.

We attempted to have Stage 2 and Stage 3 staff develop / design a Textual Concepts unit of work in Semester 2 of 2022, with the support of the K-2 staff and the process they had been through earlier in the year. This was not as successful as we would have expected. Further professional learning and targeted support would have been required for this to have been more successful across Stage 2. Stage 3 trialled a unit of work, however, reported having a deeper understanding of concepts, such as theme would have assisted staff in supporting the teaching of this with further clarity. Overall, this initiative has led to a change in practice in lesson delivery and planning in K-2.

In 2023 we will continue to embed this practice across K-2 and work with 3-6 staff with a clear implementation plan to trial the new English syllabus with a focus on reading. 2023 will also see the development of a deep understanding of the key reading progressions.

#### Effective classroom practices: Numeracy

Identified professional learning was undertaken by staff in Semester 2 of 2022. The focus of this was to identify the differences between the current mathematics syllabus and the new K-2 and 3-6 mathematics syllabus with a focus on

the connectionist approach. Our Rel Deputy Principal was on the writing team for the mathematics syllabus, providing us an expert to assist in the delivery of this professional learning. A learning partnership was also created with Mowbray Public School with the idea that this initiative would be supported through our Deputy Principals and our Assistant Principals Curriculum and Instruction (APC&I). In addition to this, COVID ILSP supported students in mathematics to close the gap upon their return to school after the COVID remote learning period. Students were identified through NAPLAN, Check in, Essential Assessment and internal school data. Students across stages 2 and 3 were prioritised.

Professional learning in the areas of the connectionist approach, reasoning and higher order thinking were the focus. Two Staff development days were dedicated to this professional learning across both Mowbray and Ryde East Public Schools and online professional learning was also undertaken by staff to support the implementation of this new syllabus.

A deep and narrow focus on the new English syllabus was prioritised in 2022, and as such, the professional learning in mathematics was undertaken at the end of 2022 for our 2023 focus. The impact of this initiative has been the increased capacity of staff to deliver the new K-6 mathematics syllabus.

In 2023, a combined staff development day will be undertaken with Mowbray PS with a focus on looking through and unpacking a K-2 unit of work developed through the department with a view of trialing this in Semester 1. Year 3 -6 staff will utilise an already planned unit of work and make amendments to this in the areas of daily number sense and questioning, to bring it more inline with the new mathematics syllabus, whilst waiting for resources and units of work to be released to support them. HPGE students will be identified for initiatives, such as Maths Olympiad and Maths Trust to begin the year. Initially, the APC&I will support Stage 1 through mentoring, demonstrating lesson, team teaching and planning in mathematics. Differentiated professional learning will support staff and teaching and learning programs will be differentiated an adjusted to meet the learning needs of all students.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands - Reading</b> Improvement in the percentage of students achieving in the top two bands <b>Reading</b> to be at or above the lower bound system negotiated target of 70.7%.	<ul style="list-style-type: none"> <li>• 58.50% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target.</li> </ul>
<b>NAPLAN Top 2 Bands - Numeracy</b> Improvement in the percentage of students achieving in the top two bands <b>Numeracy</b> to be at or above the lower bound system negotiated target of 67.3%.	<ul style="list-style-type: none"> <li>• 43.36% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target.</li> </ul>
<b>NAPLAN Expected Growth - Reading</b> Improvement in the percentage of students achieving expected growth in <b>Reading</b> to be moving towards the lower bound system negotiated target of 69.1%.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>School Excellence</b> The following themes to be moving towards Excelling as measured by the School Excellence Framework: <ul style="list-style-type: none"> <li>• <b>Explicit teaching</b></li> <li>• <b>Lesson planning</b></li> <li>• <b>Literacy and numeracy focus</b></li> <li>• <b>Teaching and learning programs</b></li> <li>• <b>Instructional leadership</b></li> </ul>	Self-assessment against the School Excellence Framework shows the school currently performing at: <ul style="list-style-type: none"> <li>• Sustaining and growing in the theme of <b>Explicit teaching</b>.</li> <li>• Sustaining and growing in the theme of <b>Lesson planning</b>.</li> <li>• Sustaining and growing in the theme of <b>Literacy and numeracy focus</b>.</li> <li>• Sustaining and growing in the theme of <b>Teaching and learning programs</b>.</li> <li>• Excelling in the theme of <b>Instructional leadership</b>.</li> </ul>

**NAPLAN Expected Growth - Numeracy**

The percentage of students achieving expected growth in **Numeracy** to be moving towards the lower bound system negotiated target of 67.6%.

- Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.



## Strategic Direction 2: Responsive and flexible assessment practices

### Purpose

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

### Initiatives

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

- Data skills and use in planning
- Quality assessment practices

### Resources allocated to this strategic direction

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**QTSS release:** \$100,446.95

**Professional learning:** \$36,280.92

### Summary of progress

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#### Data skills and use in planning

In order to build staff capacity to use a broad range of data, in 2022 a whole-school assessment schedule was created to collect data at key times throughout the year in the areas of English and mathematics. This included departmental assessments, such as the spelling diagnostic tool, Year 1 Phonics Check In, reading fluency tracking, Interview for Student Reasoning (IfSR) in the areas of number and place value and mathematics diagnostic assessments. This also included Essential Assessment data. Whole-school assessments were also built in to track our progress from Kindergarten to Year 6 in writing. The provision of instructional leadership through the Deputy Principal and Assistant Principals, and the development of single-point rubric scales, have supported the marking of our whole-school assessments. Data talks take place each five weeks in planning days and stage meetings to ensure that our assessment is informing our teaching and learning programs. This data also assists staff in targeting intervention to students with support needs and those who would benefit from enrichment and additional challenge.

Due to evidence-informed practice, the school leadership team were instrumental in supporting the implementation of this initiative. It has remained a priority on all meeting agendas with assessment being the driver for decisions being made when developing quality teaching and learning programs. Pre-assessment tasks are used to determine student's prior knowledge to ensure that staff are modifying and adjusting their learning program to meet the needs of all students and formative assessment is used throughout the implementation of the program to make these continual adjustments.

We had inconsistencies between our internal and external data, and will continue to interrogate this data to determine why. We are also continuing to work towards a common understanding of the A-E reporting scale with staff, to assist them in having confident conversations with parents about the grade given on student reports.

We have seen a significant impact in the change in practices across the school in planning stage-based teaching and learning programs in English and mathematics. Staff worked collaboratively to develop and design these units of work, using the data to inform their learning programs.

In 2023 we will focus on sustainable practices across the school. Continue to determine the inconsistencies in our internal and external data and strive for a consistent understanding of the A-E reporting scale through ongoing professional learning.

#### Quality assessment practices

We continued to undertake the Visible Learning journey through Corwin throughout 2022, with focus on working towards staff being evaluators of their own impact and students knowing what they need to learn, how to learn it and how to evaluate their progress. The school Impact coaches were instrumental in delivering professional learning to staff to support the online courses undertaken by staff through Corwin. The focus of this professional learning was on embedding Learning Intentions and Success Criteria (LISC), utilising the Learning Dispositions as a part of everyday



practice and using SOLO taxonomy verbs to support the depth of questioning and learning taking place in classrooms. Staff undertook a 'Mindframes Survey' as educators 'need to be aware of their ways of thinking, as we know that how we think impacts on what we do and the messages we convey to others' (Corwin). Impact Coaches undertook 'Learning Walks' in classrooms across the school to determine if the classrooms had visual displays of the Learning Dispositions, Bump it up walls or other ways of supporting student learning in understanding the success criteria for tasks and individual student goals. These 'Learning Walks' highlighted inconsistencies across the school that could then be addressed through ongoing professional learning.

Targeted professional learning clearly linked aspects of Visible Learning to several department initiatives, such as the new syllabus documents, What Works Best (CESE), the School Excellence Framework, and the teaching standards.

The impact of this initiative has enabled staff to understand the elements of Visible learning. LISC is now embedded into our Textual Concepts unit of work in English.

In 2023 the focus will be on ensuring the students are able to articulate their learning goals and understand their next steps in learning. Co-construction of LISC will be trailed across the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Assessment</b></p> <p>100% of staff have embedded quality assessment into their everyday practice and are able to demonstrate strong evidence of this practice at a minimum level of Proficient against the following descriptors in standard 5 (Assess, provide feedback and report on student learning) of the Australian Professional Standards for Teachers:</p> <p>5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p> <p>5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</p> <p>5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>	<p>Analysis of assessment strategies shows that 75% of teachers have embedded quality assessment into their everyday practice and are able to demonstrate strong evidence of this practice at a minimum level of Proficient against the following descriptors in standard 5 (Assess, provide feedback and report on student learning) of the Australian Professional Standards for Teachers.</p>
<p><b>School Excellence</b></p> <p>The following themes moving towards Excelling as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> <li>• <b>Parent engagement</b></li> <li>• <b>Whole-school monitoring of student learning</b></li> <li>• <b>Student engagement</b></li> <li>• <b>Internal and external measures against syllabus standards</b></li> <li>• <b>Whole school reporting</b></li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• Sustaining and growing in the theme of Parent engagement.</li> <li>• Sustaining and growing in the theme of Whole-school monitoring of student learning.</li> <li>• Sustaining and growing in the theme of Student engagement.</li> <li>• Delivering in the theme of Internal and external measures against syllabus standards.</li> <li>• Sustaining and growing in the theme of Whole school reporting.</li> </ul>

## Strategic Direction 3: Wellbeing and engagement

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$14,389.52

### Summary of progress

#### A planned approach to wellbeing

2022 saw the continuation of a professional partnership with Real Schools, Adam Voigt. Adam provided whole-staff professional learning through a staff development day and in-class support across the school with a focus on Restorative Practices. A Student Engagement Plan was developed to outline the steps (process) involved in supporting a restorative approach across the school. Parent information sessions also supported the implementation of this. An evaluation of the current school-based wellbeing programs was undertaken with the idea of streamlining these and ensuring that staff, students and parents knew why and how these programs were being used. This evaluation has seen Positive Behaviour for Learning (PBL) being implemented to support the school values: safe, respectful, personal best and engaged, along with the proactive teaching of what these values look and sound like in each setting around the school. The Zones of Regulation was used to support students' self-regulation in all K-2 classrooms and for specific students who require emotional/behavioural support. The anti-bullying plan has been updated highlighting the proactive strategies being used to promote anti-bullying and to support those who have become victims of this. Sentral is used to store, harvest and communicate wellbeing data. Tier 2 interventions are used to support small groups of identified students and Tier 3 interventions are used to support identified high support needs students.

Attendance monitoring at a whole-school level was done by the Deputy Principal. Each fortnight an attendance report was tabled at the Learning and Support meeting to be discussed, along with individual and family supports. Home School Liaison Officer (HSLO) referrals supported attendance plans and family support for identified students. Clear school-based guidelines ensured staff supported and followed up with students and families initially to offer support and check in. The attendance data for 2022 declined due to the COVID restrictions and DoE guidelines around students not attending school with COVID or when they had flu-like symptoms.

Students and staff have reported the Restorative Practices approach is taking less time to manage behaviour issues and supports students to develop empathy with the view that this will in-turn see a reduction in the number of reoccurring incidents. There has also been a reduction in the number of students referred to the executive staff for behaviour support and a reduction in suspension data.

2023 will see a focus on building and supporting a culture of high expectations and community engagement through the student wellbeing programs. New staff will need professional learning to support the consistent implementation of these programs across the school in order to ensure this initiative is sustainable.

#### Collaborative parent partnerships and community engagement

2021 and 2022 saw a review of the school's communication channels and social media in order to streamline communication between school and home, along with positively promoting the school. Parent surveys and focus groups were conducted to create a communication strategy that suited the whole-school community. It was evident that the School Enews App was the preferred method of communication, due to it's immediacy of communicating the information and the pop-up notifications. The school newsletter was read by very few parents across the school and those who did looked at the photos more than anything. A decision was made to start a school Facebook Page to positively promote the school. It was agreed that this would not be an advertising or reminding platform, it would be used purely for communicating photos and information about school events and activities, such as excursions, incursions and class-

based activities when they occurred. The school newsletter is now distributed twice a term with a view of covering everything that has happened in the first five weeks of the term and then the last five weeks of the term. A term overview (calendar of events) is sent out to parents at the beginning of each term, so they are aware of up-and-coming events and activities. All other communication is done through the School Enews App. There are still some inconsistencies in parents reporting they did not see information that has been communicated. This will continue to be monitored and reviewed.

Parent information sessions on a variety of topics, such as student wellbeing, the new English syllabus and reading have been conducted throughout 2022. Feedback from those who attended reported it was helpful in understanding the program or changes to the program that was being implemented.

Initiatives, such as Harmony Day, National Day of Action Against Bullying and Multicultural celebrations support the wellbeing of students across the school.

In 2023 we will support communication between parents/carers and teachers by introducing another formal opportunity for parent/teacher interviews with the view of these being three-way with the student, parent and teacher and establish clear processes for parents to provide feedback to the school about what is working well, along with suggestions for improvements.

### 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
<b>Attendance</b>  The proportion of students attending more than 90% of the time to be moving towards the lower bound system negotiated target of 91.9%.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased to 67.91%.</li> </ul>
<b>Wellbeing</b>  TTFM data indicates an increase in the proportion of students reporting expectations for success, advocacy, and sense of belonging at school to be moving towards the lower bound system-negotiated target of 86.5%.	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates 83.28% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</li> </ul>
<b>School Excellence</b>  The following themes moving towards Excelling as measured by the School Excellence Framework: <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Attendance</li> <li>• Transitions and continuity of learning</li> <li>• A planned approach to wellbeing</li> <li>• Community engagement</li> <li>• Community satisfaction</li> </ul>	Self-assessment against the School Excellence Framework shows the school currently performing at: <ul style="list-style-type: none"> <li>• Sustaining and growing in the theme of Behaviour</li> <li>• Excelling in the theme of Attendance</li> <li>• Sustaining and growing in the theme of Transitions and continuity of learning</li> <li>• Sustaining and growing in the theme of A planned approach to wellbeing</li> <li>• Delivering in the theme of Community engagement</li> <li>• Delivering in the theme of Community satisfaction</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,250.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ryde East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practices: Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around wellbeing programs and departmental policies.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 or through Tier 2 small group intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$14,389.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ryde East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff in literacy and numeracy to support student learning</li> <li>• employment of additional staff to support to implement targeted support.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$5,270.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ryde East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$5,270.40</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practices: Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal families engaging in the PLP process with authentic conversations taking place. Teaching of Aboriginal Culture and History embedded into teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$94,702.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ryde East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practices: Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D 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 EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$97,337.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Ryde East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practices: Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$97,337.34</p>	<ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• support for students in MultiLit and MiniLit programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will continue to provide additional support for identified students and professional learning to staff.</p>
<p>Professional learning</p> <p>\$36,280.92</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 Ryde East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use in planning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• whole-staff professional learning is targeted to the Strategic Improvement Plan</li> <li>• differentiated professional learning supports beginning teachers, staff new to particular grades/stages and experienced staff</li> <li>• professional learning is evidence-based and provided by external partnerships where necessary</li> <li>• professional learning is based on student need to inform practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan and based on feedback from the High Impact Professional Learning self assessment.</p>
<p>Literacy and numeracy</p> <p>\$17,969.79</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ryde East Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practices: Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improvement in teacher capacity to differentiate their teaching programs to</p>



<p>Literacy and numeracy</p> <p>\$17,969.79</p>	<p>meet individual student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$100,446.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ryde East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use in planning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ryde East Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practices: Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support. Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</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</p>



<p>\$45,784.00</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition and monitor their progress</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading and place value</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	292	284	275	252
Girls	260	274	249	246

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	96.4	95.1	91.1
1	95.0	95.0	95.0	92.2
2	94.8	96.1	95.6	90.0
3	95.8	94.8	95.2	92.6
4	94.7	95.7	94.8	91.6
5	95.3	94.5	94.2	91.5
6	95.3	95.0	93.9	90.6
All Years	95.0	95.4	94.8	91.3
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.47
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	3.96
Other Positions	5

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	589,965
<b>Revenue</b>	5,838,828
Appropriation	5,494,652
Sale of Goods and Services	1,213
Grants and contributions	337,534
Investment income	5,130
Other revenue	300
<b>Expenses</b>	-5,873,041
Employee related	-4,834,051
Operating expenses	-1,038,990
<b>Surplus / deficit for the year</b>	-34,213
<b>Closing Balance</b>	555,752

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	147,250
<b>Equity Total</b>	211,700
Equity - Aboriginal	5,270
Equity - Socio-economic	14,390
Equity - Language	94,703
Equity - Disability	97,337
<b>Base Total</b>	3,552,527
Base - Per Capita	132,404
Base - Location	0
Base - Other	3,420,123
<b>Other Total</b>	1,272,432
<b>Grand Total</b>	5,183,908

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



## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our school has high levels of parent engagement and involvement in students learning and school life as demonstrated by a 95% parent attendance at Parent-Teacher Interviews in 2022. Parents and carers regularly attended Parent Information sessions on subjects such as, the new English syllabus, NAPLAN, reading and student wellbeing. Feedback from these sessions indicated that parents felt informed about school initiatives and were better able to support their child at home.

2022 has seen an increase in the number of parents attending P&C meetings and community events. The school had several parents opting to be on the P&C executive committee, demonstrating their enthusiasm for working with the school to support our initiatives and improve our school for their children. P&C Zoom meetings have sustained the increased number of parents attending these meetings each term. Prior to this, the school would have 10-15 parents on average attend P&C meetings, as opposed to the approx. 30 that they had at each meeting last year. The P&C were also heavily involved in school events, which were supported through the sub-committees, such as sports and music. On average the school had 20-30 parent volunteers to support at the athletics, cross country and swimming carnivals.

Parents have been highly involved in our community and school events, such as the Mother's Day and Father's Day breakfast, Kindergarten Mixer and Creative Arts Show. All of these events were highly attended by parents across the school providing positive feedback about how wonderful it was to be back on school site enjoying these events and activities with their children.

2022 saw an increase in the number of students opting to be a representative on the School Representative Council (SRC). Due to this, we increased the number of positions available for students to support their involvement. Each class was able to nominate 3 representatives to increase student voice across the school. Students were heavily involved in supporting a sustainability project, maintaining our vegetable garden for the canteen to use the produce and conducting a waste audit in an attempt to reduce the amount of waste we were producing each day at Ryde East Public School.

The School Excellence Framework self-assessment strategy indicates that the school have moved from 'Delivering' in 2021 to 'Excelling' in 2022 in 'Attendance' with a key focus on teachers, parents and the community working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Staff feedback on the Restorative Practices professional learning indicated that 100% of staff agreed that it was effective practice, with those who had already trialled it, indicated that students played a larger role in solving conflicts and it assisted in building positive relationships with the students. 62% of staff agreed that the in-class support provided by Adam Voigt was helpful in terms of providing strategies and seeing ways in which these practices could be incorporated into lessons. Since this professional learning all staff indicated they have trialled elements of restorative practices, including check in circles, P3, P3 F3 and 'affective' language. Over 50% of staff indicated they would like to see other colleagues implement this to support consistent practices across the school and review the video footage taken on the day to analyse.

In 2022 staff participated in a 'Mindframes' survey and a 'School Capability Assessment' to determine directions for the implementation of the school's Visible Learning initiative. The survey results indicated that an increased number of staff strongly agreed they 'understand the progress all students are making' in comparison to the previous survey results. Staff results also indicated that an increased number of staff believe that 'student assessment is evidence of the impact of their teaching'.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.