

2023 Annual Report

Ryde Public School



3021

Introduction

The Annual Report for 2023 is provided to the community of Ryde Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

School context

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

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

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local community. Through our situational analysis, we have identified:

1. Student Growth and Attainment

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

2. Empowering Excellence and Innovation in Teaching and Learning

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

3. Professional Partnerships

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Targeted Teaching
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Beginning teacher support
Integration funding support
English language proficiency
Low level adjustment for disability
QTSS release

Summary of progress

Targeted Teaching

Staff have built precision with consistent teacher judgement (CTJ) by rigorous work sample analysis and development of reverse rubrics with each 5 weekly assessment cycle across 2023. In addition experienced teachers have mentored less experienced staff to develop an understanding of the learning continuum. The collaborative practice was a strong enabler of teacher growth. During weekly stage meetings focussed on building skill in work sample analysis and staff were able to share responsibility for goals and targets for student growth both across the stage and within their own class. Professional dialogue displayed quality talk around understanding success criteria and the conveyance of this to students. Staff are actively reflecting on their journey as a teacher, voicing that they are learning much from their mentors about how to know what keys skills they needed to focus on. They spoke about their growing understanding of the New curriculum content and set personal professional learning goals to improve practice as a result of collaborative reflection in stage meetings and co teaching. The impact of this initiative has been improved differentiation in teaching and learning programs. Growth targets for focus students have been reached. Classrooms contain evidence of explicit quality criteria. High Impact Professional Learning has yielded deeper knowledge of the teaching learning cycle especially in the area of phase 3, 'What will the student do or produce?'

In 2024, in this initiative, we will place emphasis on phase 4 'How well do I expect them to do it?' so staff can continue to deepen expertise in curriculum provision and use student assessment data to reflect on their teaching impact.

Data Skills and Use

Staff have collaboratively examined the RPS assessment inventory to refine and reassess the inclusion of each assessment procedure. Staff are informing themselves about informed Executive staff honed skill after participating in Leading Effective Curriculum Instruction modules led their stage professional learning to improve the 'line of fit' from syllabus outcomes through teaching and learning and then assessment data. Staff participated in growth goals 'learning sprints' after analysing data analysis to establish a benchmark for the students in their stage as step above relying on the assessment guide. CESE videos enabled deep learning and guided examination of our existing assessments to capture information about student learning tasks and their merits. K-6 Executive committed to the maintaining data and monitoring requirements. The impact of this work has been that assessment tools more adequately support learning across the school. Staff analyse student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group.

In 2024, in this initiative, we will hone skill working with small group growth targets and develop focus on whole school levels. Formative assessment practices will professional learning focus so that staff can use their formative

assessments to increase their skill to adapt their practice and meet learning needs of students as an integral part of daily instruction in every classroom.

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>READING GROWTH</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none"> • An analysis of Check-in Assessment data for reading in Year 3 for 2023 compared with Year 3 2022 indicates a 1% decrease in the mean scaled score from 367.6 in 2022 to 366.6 in 2023. • An analysis of Check-in Assessment data for reading in Year 5 for 2023 compared with Year 5 2022 indicates an increase in the mean scaled score from 437.2 in 2022 to 448.3 in 2023.
<p>Attendance</p> <ul style="list-style-type: none"> • Increase in the percentage of students attending school of more than 90% of the time to be at or above the school's lower bound system-negotiated target of 90.2%. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased from 61.85% in 2022 to 75.04% in 2023.
<p>NUMERACY GROWTH</p> <ul style="list-style-type: none"> • An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023. 	<ul style="list-style-type: none"> • An analysis of Check-in Assessment data for numeracy in Year 3 for 2023 compared with Year 3 2022 indicates an increase/decrease in the mean scaled score from 357.8 in 2022 to 367.5 in 2023. • An analysis of Check-in Assessment data for numeracy in Year 5 for 2023 compared with Year 5 2022 indicates an increase/decrease in the mean scaled score from 448.5 in 2022 to 467.8 in 2023.

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

Purpose

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

Initiatives

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

- Collaborative Culture of Learning
- Pursuit of Excellence in Pedagogy

Resources allocated to this strategic direction

Professional learning
Beginning teacher support
AP Curriculum & Instruction
QTSS release

Summary of progress

Collaborative Culture of Learning

In 2023 100% of staff were able to discuss the collaborative practice that they participated in to promote progress towards their goal. They were able provide specific examples of how colleagues had assisted them to reflect in a manner that challenged them to grow. Staff engaged with the collaborative charter linked to their PDP goals across 2023. The APCI lead development of units aligned to the new K-2 English and Numeracy syllabus and staff deepened understanding of the syllabus through the process. The co teaching model was utilised to provide staff in their first year of teaching adequate support. During stage meetings all staff discussed high impact teaching strategies and collaboratively evaluated professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Inexperienced staff were mentored to continually to assist the delivery of quality lessons. The rigorous PDP enabled the collaborative process as it assisted targeted professional learning and pertinent feedback. The impact of this initiative has been an increase in the capacity of teachers to effectively collaborate and share expertise. Staff in 3-6 are replicating the collaborative process undertaken by K-2 Colleagues.

In 2024, in this initiative, we will continue to strive towards deeper collaboration by examining the ten tenets (Hargreaves) and rely on the APCI to embed quality teaching practice within our delivery of the new K-2 English and Numeracy syllabus.

Pursuit of Excellence in Pedagogy

In 2023, five substantive staff relieved in higher positions and lead teachers were selected for Sport and CAPA. Sport expanded to include new sports through Sport in Schools and there were more sports consistently offered during school sport time with staff volunteering to coach teams. School sport results for PSSA included a win overall for a Junior girls team. There is evidence that aspiring leaders have developed their leadership expertise within PDP's and in their higher duties. with two securing permanent higher positions. This reflects that there is excellent opportunity for development of leadership expertise. collaboratively designed during stage meetings. has enabled literacy and numeracy lessons are systematically planned as part of a coherent program. Lesson planning references student information including progress and achievement data, curriculum requirements and provides continuous improvement for all students, across the full range of abilities. A school-wide approach to effective and positive classroom management utilising PAX GBG to enable a school wide approach. Support is provided to teachers where needed, ensuring optimum learning. The impact of this initiative is a demonstrated commitment from all staff that all students make learning progress.

In this initiative in 2024, in this initiative, we will focus on numeracy and provide resources and professional learning to continue to develop teachers' knowledge about one another's work so staff gain confidence in their own and peers' ability to impact student learning. We will continue to offer leadership opportunities and support identified leaders to set targets that measure their own leadership effectiveness.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Visible Learning 'Inside' Survey</p> <p>Increase in the percentage of teachers who score 5 on all aspects of the "Inside" survey to be moving towards the school identified target of 100%.</p>	<p>Analysis of the Inside survey data shows that 69% of teachers scored 4 or 5 on all survey aspects indicating progress toward the school identified target.</p>
<p>High Impact Professional Learning</p> <p>A range of evidence supports our self-assessment as moving towards excelling as measured by the High Impact Professional Learning school self-assessment tool in the following areas:</p> <ul style="list-style-type: none"> • Professional learning is identified by student needs • Collaborative and applied professional learning strengths teaching practice • Professional learning is continuous and coherent • School leadership teams enable professional learning • Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement 	<p>Self assessment against the High Impact Professional Learning tool shows the school currently performing at:</p> <ul style="list-style-type: none"> • sustaining and growing for Professional learning is identified by student needs. • sustaining and growing for Collaborative and applied professional learning strengths teaching practice • sustaining and growing for Professional learning is continuous and coherent • sustaining and growing for Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement
<p>Wellbeing</p> <p>Tell Them From Me Wellbeing data (belonging, expectations and advocacy) is moving towards the upper bound system-negotiated targets of 93.8%.</p>	<p>Tell Them From Me data indicates 82.92% of students report a positive sense of Belonging (Positive Learning Environment, Expectations for success and advocacy).</p>

Purpose

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

Initiatives

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

- Community Partnerships
- Academic Partnerships
- International Partnerships

Resources allocated to this strategic direction

Refugee Student Support
New Arrivals Program
Aboriginal background
Socio-economic background

Summary of progress

Community Partnerships

Collaboration within partnerships resulted in staff accessing innovative practices and feedback from other school contexts across 2023. The partnerships were supportive with staff accessing deeper knowledge of practice that other schools perform well in. The impact of this initiative was a deeper understanding in the area of new syllabus implementation. The impact of this work has been that teachers are learning how to prepare units of work in line with the new outcomes and descriptors to maximise student learning. Examining programming in other contexts clarified new directions for Stage teams related to the New Syllabus preparation.

In this initiative in 2024, the partnerships will continue with a focus on inquiring into what other contexts can offer to our context with further building of positive community relationships and communication.

Academic Partnerships

In 2023 the Macquarie University partnership developed, with the school being targeted to continue to host additional sessions for initial practicum teachers. Meetings were held with the Associate Professor to discuss professional experience innovation. The Principal, Deputy Principal and Assistant Principal provided a lecture to final year students. The impact of this collaboration has been a deepening of the understanding of the graduate standard leading to a tailored transition for beginning teachers into the profession.

In this initiative in 2024, staff will participate in professional learning provided by the Associate Professor about the NSW Teaching Standards. In this initiative, we will deepen the partnership and reflect more deeply on our own connection to the standards and evidence of achievement.

International Partnerships

In 2023 the partnership with the Sinarmas World Academy (Indonesia) to develop international understandings was put on hold. The desired impact of this partnership was to provide our students with opportunities to be exposed to additional international intercultural learning experiences.

In this initiative in 2024, we will seek to rejuvenate and broaden our International Partnerships as staff aspire to collaborate with staff in other schools to share and embed good practice from around the world.

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>Parent and Community Engagement</p> <p>Improvement to be above the NSW government norms by 0.1 or more as measured by the Tell Them From Me Parent Survey in the areas of two-way communication with parents and schools support learning</p>	<ul style="list-style-type: none"> • Analysis of Tell Them From Me data shows that in the area of two-way communication with parents, achievement of progress is yet to be seen toward the school identified target. • Community Partnerships and Stakeholder Engagement project identifies need for increased opportunities for Two-way communication.
<p>Partnership with Ryde Secondary College, Avalon, Ainsley and Coorombong Public Schools</p> <p>Data and evidence sets indicates the school is moving towards excelling for the School Excellence Framework teaching domain for the elements of Learning and Development - Collaborative practice and Feedback</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback in the element of Learning and Development.
<p>Partnership with Macquarie University</p> <p>Data and evidence sets indicates the school is moving towards excelling in the School Excellence Framework teaching domain for the elements of Learning and Development - Coaching and Mentoring</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Coaching and Mentoring in the element of Learning and Development.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,503.19</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"> • Community Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Increased the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported confidence and satisfaction when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened. All refugee students were mapped against the EA/LD progressions and were provided with adequate communication with parents and carers to maximise progress for students. Small group tuition was facilitated by the additional funding of an EAL/D teacher.</p> <p>After evaluation, the next steps to support our students will be: To continue increasing the capacity building around the use of interpreters and assistive technology. Professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process. Professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</p>
<p>New Arrivals Program</p> <p>\$66,212.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: to sustain relationships with culturally and linguistically diverse parents.</p>
<p>Integration funding support</p> <p>\$104,112.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ryde Public School in mainstream classes who require moderate to high levels of adjustment.</p>

<p>Integration funding support</p> <p>\$104,112.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • 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 <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$23,757.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ryde Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support identified students <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students. to maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$3,804.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ryde Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$3,804.26</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"> • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to First Nations students.</p>
<p>English language proficiency</p> <p>\$191,787.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$211,128.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Ryde Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$211,128.12</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$45,945.63</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 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"> • Targeted Teaching • Data Skills and Use • Collaborative Culture of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All Staff engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. • Executive Staff develop the Collaborative Charter adding in understanding gained from Hargreaves 10 tenets of Collaboration. • Professional dialogue protocol introduced to enhance teacher sharing (design conversation protocol- Timperley, A professional learning protocol: Sharing student work as a driver for co-learning - Sharratt) <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning with a focus on reading and comprehension.</p>
<p>QTSS release</p> <p>\$121,327.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ryde Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$121,327.20</p>	<ul style="list-style-type: none"> • Data Skills and Use • Collaborative Culture of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>improved staff confidence and teaching practice. teachers use learning intentions, success criteria and have a strong focus on formative assessment. teachers have embedded evidence-based, high impact teaching strategies within their classroom practice. teachers reported lessons differentiated according to students' needs teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: continue to employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$36,694.07</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 2023.</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 intensive small group tuition for identified students who were below minimum benchmarks in literacy and numeracy. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Teaching

AP Curriculum & Instruction

\$124,070.40

- Data Skills and Use
- Collaborative Culture of Learning

Overview of activities partially or fully funded with this Staffing - Other funding include:

- Working shoulder to shoulder with teachers to implement the K-6 Mathematics and English syllabus documents
- Analysis of data to identify professional learning needs of staff.
- Delivery of professional learning around curriculum implementations and data analysis.

The allocation of this funding has resulted in the following impact: increased teacher capacity and confidence in implementing the new syllabus and in the analysis of student data.

After evaluation, the next steps to support our students will be: continue to employ the APC&I position who will work with staff to develop their capacity.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	304	299	299	275
Girls	266	258	237	237

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.3	94.8	90.1	91.3
1	91.9	92.9	90.7	91.9
2	91.4	94.3	86.0	90.8
3	93.8	94.6	88.3	90.4
4	89.4	95.2	90.2	91.4
5	93.2	95.6	90.7	94.3
6	88.4	94.9	90.2	91.1
All Years	91.6	94.7	89.6	91.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.8
Head Teacher(s)	1
Classroom Teacher(s)	20.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher EAL/D	1
School Counsellor	2
School Administration and Support Staff	7.96
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,036,785.02
Revenue	7,295,741.93
Appropriation	6,859,200.31
Sale of Goods and Services	585.00
Grants and contributions	359,134.79
Investment income	44,638.92
Other revenue	32,182.91
Expenses	-6,603,206.89
Employee related	-5,812,077.41
Operating expenses	-791,129.48
Surplus / deficit for the year	692,535.04
Closing Balance	1,729,320.06

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.

	2023 SBAR Adjustments (\$)
Targeted Total	87,894
Equity Total	430,478
Equity - Aboriginal	3,804
Equity - Socio-economic	23,758
Equity - Language	191,788
Equity - Disability	211,128
Base Total	4,813,881
Base - Per Capita	146,438
Base - Location	0
Base - Other	4,667,443
Other Total	885,307
Grand Total	6,217,559

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

Ryde Public School students (Years 4-6), staff and parents participated in the Tell Them From Me feedback survey. The data showed progress towards the school target to enhance a sense of Belonging.

Tell Them From Me survey results

72 % Student sense of Belonging indicating a 7% increase.

Parent/caregiver satisfaction

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

93% of Parents report strong agreement that the school is culturally safe place.

Staff Satisfaction

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

7.6 Collaboration indicating an increase of 2%

6.8 Leadership indicating an increase of 6.3%

8.0 Inclusive school indicating an increase of 2%

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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