

# North Ryde Public School Annual Report



2018

North  
Ryde  
Public  
School  
YOUR CHILD'S FUTURE

3022

## Introduction

The Annual Report for **2018** is provided to the community of **North Ryde Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Angela Chuchland and Erika Southam

Principals

### School contact details

North Ryde Public School

Coxs Rd

North Ryde, 2113

[www.northryde-p.schools.nsw.edu.au](http://www.northryde-p.schools.nsw.edu.au)

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

9878 1673

### Message from the Principal

Our school can take great pride in another successful year of learning. Our students have exhibited admirable growth in key learning areas, especially in writing. They have also extended their ability to make their thinking visible, developed towards a growth mindset and improved in the way they are using mindful practices to enhance their well-being.

The teachers continue to use strategies that promote our goals of having a 'culture of thinking' and an environment where students are known, valued and cared for. Their excellent teaching practice has led to wonderful student achievements, as well as a variety of quality opportunities.

This year there were many occasions to celebrate individual and team success, in sport, dance, choir, band, drama and public speaking. Highlights included our first festival drama performance, fielding several representatives at regional and state sport carnivals, girls and boys performing on stages at the Glen Street Theatre, the Willoughby Concourse, Sydney Town Hall and Opera House.

We would like to congratulate our student leaders for 2018. They made valuable contributions throughout the year and were excellent role models for their peers.

Our students benefit from the active participation of parents and community members. The strong collaborative links between the school and parents ensure that shared goals are achieved in a climate of goodwill. This year we particularly appreciate the funds provided to establish a weatherproof shelter over our courtyard.

We would like to sincerely thank our P&C, led by Susan Kemsley, for the contribution they make to the friendly atmosphere of the school and for their generous financial support.

In 2018 we were honoured to be the leadership team of such an outstanding school, where everyone works together to build our children into wonderful citizens of the future.

Angela Churchland and Erika Southam

## Message from the school community

The North Ryde Public School Parents and Citizens Association (P&C) had another busy year in 2018. This was my first year as P&C President, and the learning curve was steep.

I am proud of the achievements that we have had, not least being a P&C that continued to promote the interests of the school at every opportunity, by bringing together the parents, citizens, students, and teaching staff into close cooperation with each other.

We have hosted many fundraising events during 2018, and had many in the school community help run these events, or volunteer at these events. I would like to thank every volunteer who contributed their time, enthusiasm and energy to coordinate these events. They would not be a success without these volunteers. And without these events we would not be able to raise funds for the school.

The fundraising events for 2018 included:

- Open Air Cinema Event;
- Walk-a-thon;
- Mother's Day Stall;
- Easter Egg Guessing Competition (funds raised donated to 'Riding for the Disabled');
- School Disco;
- Entertainment Books;
- Trivia Night;
- Open Canteen Snack Fridays using the Healthy School Strategy guidelines; and
- Mini Canteen Event Days (hot dogs, sushi days, pasta bolognese, fried rice and honey soy chicken, and hot chicken rolls)

I'd like to extend particular thank you to those that ran these events – Shelly Slone-Zhen, Jannet Pawsey, Jo Dalziel, Riannan Lipman, Samantha Choi, Amanda Moscos, Kate Royson, Debbie Groenstyn, Wendy Fong and Fiona Fong. I would also like to extend a big thank you to Jannet Pawsey for all the behind the scenes work she does on our 'School24' system.

With the funds raised in recent years as well as the funds that we raised with the above events in 2018, we have been able to make significant contributions to the school.

Our main achievement this year has been the approval and installation of the Shade Shelter in the Courtyard. This has been a project that has run for many years, and it was very exciting to finally have it approved, and for the structure to be built. A huge thank you to Daniela Zepeda for all her hard work in pushing this project forward, and to Erika Southam for her role in getting the approvals through the Asset Department.

Additionally we have contributed the following additional resources to the school:

- 30 laptops for Years 3–6
- Netball Uniforms for our Winter PSSA team

Our current funds have also allowed us to continue to contribute to many other aspects of the school community. For 2018 these included:

- Continued subsidy for our 1-day p/week grounds keeping;
- Continued subsidising of Band T-shirts;
- Ongoing Support for the School Band Program;
- Support to the Dance program; and
- Contribution to the Year 6 Farewell Dinner

Many of our events within the school require close relationships with all teaching and support staff at North Ryde Public School. We would like to say thank you to all staff for your support throughout the year and for guiding our volunteers in a friendly and welcoming atmosphere. We especially thank them for cooking and serving at our annual Father's Day breakfast. This event shows our strong link between the staff, parents and the community. Donations are collected on the day in support of cancer research.

There is also financial support provided to our school through our local community shopping partners. We received cash donations from our local North Ryde IGA, and Athlete's Foot Top Ryde and Macquarie Centre. We are extremely grateful for these donations and we encourage our school community to support these businesses in return for their kind ongoing donations.

There are many more programs and events within our school that the P&C contribute to throughout the year, without the

parent partnership, extra programs may not be available to our children. These programs and events include:

- Our School Band (3 bands);
- Kindergarten Tea and Tissues Morning;
- Welcome Breakfast – *P&C funded and hosted*;
- Reading Programs;
- Dance Programs – *parent travel and costume support*;
- Easter Bunny Appearance;
- Father's Day Breakfast – *P&C funded hosted by teachers*;
- Kindergarten Orientation Days;
- Book Club;
- School Banking;
- Ethics classes – *parent volunteers trained as ethics teachers*;
- Tennis Court Management;
- Playground maintenance – P&C levy donation and working bees.

Another significant part of the P&C is the management of our school uniform shop. I extend considerable thanks to the partnership of our dedicated volunteers – Emma Underwood and Tania Thomson. They have now been operating the Uniform Shop consistently and efficiently for four years. Without this team we would not be able to continue to provide our smart looking uniforms for our children at affordable prices.

Another significant area that our P&C contributes to is our school bands. I thank our band coordinator Linda Nicholls–Gidley, Instrument Manager Daniela Zepeda, Treasurer Tania Thomson, and our team of P&C parent liaisons; as well as the conductors Imelda Crimmins and Chris Upton and Key Music Australia; and our principals Erika Southam and Angela Churchland as well as the teacher representative James Shine, who have worked with approximately 70 children across the three school bands. All three bands (our training band, concert band and performance band) have had the opportunity to perform throughout the year, as well as attend the Band Workshop in June of this year. The performance band also competed at the Ryde East Music Festival and received fantastic feedback on their performances.

Finally I would like to thank the P&C Executive Committee who have made my first year as President as easy as possible. To the Vice Presidents Jo Dalziel and Daniela Zepeda, thank you for your support of the many programs and activities that we run in the school. To the Secretary Trinette Dunkerley, thank you for your dedication to making the P&C meetings run smoothly, and be documented correctly. And finally a huge thank you to our departing Treasurer Stephen Howison, for the huge part he has played behind the scenes in the P&C over the last 5 years at least.

On behalf of the P&C I look forward to working with so many of you again, and also welcoming new faces and extra volunteers in 2019.

# School background

## School vision statement

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

## School context

North Ryde Public School has been an integral part of the local community for over 140 years and is proudly continuing its tradition of academic excellence.

Our staff hold high expectations of all students and foster a passion for learning. The school provides a challenging and creative environment, where the latest technology enhances student learning. Our teaching team is committed to ongoing professional development and the implementation of innovative learning programs. Our students benefit from the active participation of parents and community members in all aspects of school life.

The school has approximately 390 students with 65% NESB students, speaking over 30 different languages. A feature of the school is its excellent facilities, including: access to room-based and mobile computer technology; large school hall, canteen and COLA complex; before, after and vacation school care; on-site childcare centre; on-site school museum; beautiful, spacious grounds with inviting play spaces.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

### Excellence in Learning

**Learning Culture** *In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.* The school's on-balance judgement for this element is: Sustaining and Growing

Theme: High expectations: Sustaining and Growing

Theme: Transitions and continuity of learning: Excelling

Theme: Attendance: Excelling

**Wellbeing** *In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.* The school's on-balance judgement for this element is: Sustaining and Growing

Theme: Caring for students: Sustaining and Growing

Theme: A planned approach to wellbeing: Delivering

Theme: Individual learning needs: Excelling

Theme: Behaviour: Excelling

**Curriculum** *In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.* The school's on-balance judgement for this element is: Sustaining and Growing

Theme: Curriculum provision: Sustaining and Growing

Theme: Teaching and learning programs: Sustaining and Growing

Theme: Differentiation: Sustaining and Growing

**Assessment** In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. The school's on-balance judgement for this element is: Sustaining and Growing

Theme: Formative assessment: Sustaining and Growing

Theme: Summative assessment: Sustaining and Growing

Theme: Student engagement: Sustaining and Growing

Theme: Whole school monitoring of student learning: Sustaining and Growing

**Reporting** In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. The school's on-balance judgement for this element is: Sustaining and Growing

Theme: Whole school reporting: Sustaining and Growing

Theme: Student reports: Sustaining and Growing

Theme: Parent engagement: Delivering

**Student Performance Measures** *In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.* The school's on-balance judgement for this element is: Sustaining and Growing

Theme: Value-add: Excelling

Theme: NAPLAN: Sustaining and Growing

Theme: Student growth: Delivering

Theme: Internal and external measures against syllabus standards: Sustaining and Growing

## **Excellence in Teaching**

**Effective Classroom Practice** *In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.* The school's on-balance judgement for this element is: Excelling

Theme: Lesson planning: Excelling

Theme: Explicit teaching: Excelling

Theme: Feedback: Sustaining and Growing

Theme: Classroom management: Excelling

**Data Skills and Use** *In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.* The school's on-balance judgement for this element is: Delivering

Theme: Data literacy: Delivering

Theme: Data analysis: Delivering

Theme: Data use in teaching: Sustaining and Growing

Theme: Data use in planning: Delivering

## **Professional Standards**

*In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. The school's on–balance judgement for this element is: Delivering*

Theme: Improvement of practice: Delivering

Theme: Accreditation: Delivering

Theme: Literacy and numeracy focus: Sustaining and Growing

**Learning and Development** *In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The school's on–balance judgement for this element is: Sustaining and Growing*

Theme: Collaborative practice and feedback: Excelling

Theme: Professional learning: Excelling

Theme: Expertise and innovation: Sustaining and Growing

### **Excellence in Leading**

**Educational leadership** *In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The school's on–balance judgement for this element is: Sustaining and Growing*

Theme: Instructional leadership: Sustaining and Growing

Theme: High expectations culture: Excelling

Theme: Performance management and development: Sustaining and Growing

Theme: Community engagement: Sustaining and Growing

**School Planning, Implementation and Reporting** *In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well–conceived, effectively implemented and effects improvement. The school's on–balance judgement for this element is: Sustaining and Growing*

Theme: Continuous improvement: Sustaining and Growing

Theme: School plan: Delivering

Theme: Annual report: Sustaining and Growing

**School Resources** *In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery. The school's on–balance judgement for this element is: Sustaining and Growing*

Theme: Staff deployment: Sustaining and Growing

Theme: Facilities: Excelling

Theme: Technology: Sustaining and Growing

Theme: Community use of facilities: Excelling

Theme: Financial management: Sustaining and Growing

**Management Practices and Processes** *In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. The school's on–balance judgement for this element is: Sustaining and Growing*

Theme: Administrative systems and processes: Excelling

Theme: Service delivery: Excelling

Theme: Community satisfaction: Delivering

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>



## Strategic Direction 1

Informed, visionary community

## Purpose

To improve connections between all stakeholders by using future focused tools and providing quality learning spaces.

## Overall summary of progress

During 2018 all teachers engaged in professional learning on the use of online program sharing. Some teachers readily adopted the platform. Others are still learning. The new school website was uploaded. There were some enhancements to school spaces, but we are yet to provide strategic improvements to internal learning spaces..

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. All teachers are collaboratively programming online.	Provided presenting teachers with SDD preparation time – \$500  Funds to ensure all teachers attended training on SDD – \$2000	Teaching teams began to develop teaching and learning programs using sharing platforms.
2. Students are using technology to collaborate and share their learning with a wider audience.	\$0	Some confident teachers of senior classes explored using collaborative platforms with students.
3. Digital communication with the community has improved.	Provided SAO with extra days to attend training and develop and prepare the new website – \$700	New school website uploaded and is being accessed by school community.
4. Enhanced spaces are being used to promote quality teaching, learning and communication.	Some classroom furniture items – \$5000  Courtyard shade shelter, mostly funded by P&C and a government grant – \$86,100.	Minimal improvement of internal learning spaces. External spaces began some enhancement by the end of 2018, including the courtyard reconstruction and shade shelter.

## Next Steps

1. Teachers will continue to be supported to develop online programs that effectively facilitate collaboration with peers.
2. Teacher will be involved in professional learning opportunities to understand and implement sharing platforms suitable for students.
3. The school website will continue to be maintained and improved. Other forms of effective communication with parents will be explored.
4. Staff will actively research ideas to enhance learning spaces so that they promote learning and communication.

## Strategic Direction 2

Successful, lifelong learners

### Purpose

To ensure all students use critical, creative thinking and are engaged and challenged through quality teaching designed to meet learning needs.

### Overall summary of progress

Teachers and students benefited from the significant amount of time, expert presenters and useful resources provided to improve student writing. The teaching of writing definitely improved, evidenced by the excellent examples of text produce by students. Feedback indicated that there were probably too many different writing strategies covered in one year.

Developing a 'Culture of Thinking' at our school is still seen as a worthwhile goal. Teachers actively engaged in all PL and were creative in their implementation of strategies when teaching. It is rewarding to witness the thinking language used by all students as their participated in thinking routines.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Students demonstrate a higher quality writing through the use of creativity and language devices.	<p>Seven Steps Online and Manuals – \$2700</p> <p>Quality professional learning – Semester 1 – focus on Creativity</p> <ul style="list-style-type: none"> <li>• 'Drama to enhance Creativity in Writing' – John Saunders, Sydney Theatre Company – \$700</li> <li>• Author Bernard Cohen – 'Creative Writing' workshops sessions with students in Years 3–5 over 2 days – \$2500</li> </ul> <p>Semester 2 – focus on the technical aspect of writing</p> <ul style="list-style-type: none"> <li>• Mechanics &amp; Assessment of Writing – Annette Gray (PETAA) – \$1400</li> </ul> <p>Targeted weekly writing support by experienced teachers –English language proficiency and Quality Teaching, Successful Students (QTSS) funds – \$40,000</p>	<p>Positive teacher feedback from writing PL sessions and resources. Teacher indicated that they feel more confident about teaching writing.</p> <p>Student work samples show growth in the quality and creativity of writing.</p> <p>Students more actively engaged in the writing process.</p>
2. Students of all ability levels are able to make their thinking visible during learning activities.	<p>Facilitator's day, consultant planning with exec – \$2000</p> <p>Culture of Thinking (CoT) training for new teachers – \$4000</p> <p>1:1 coaching and observation sessions with CoT consultant – 6 days –</p>	<p>Teachers highly engaged in PL sessions. Study groups continue the use of CoT protocols to assist teachers to explore differentiation in programming. Teacher programs have embedded CoT strategies to cater for student need.</p> <p>Teachers value individual support of partner consultant and willingly share their learning.</p> <p>Student participate in well–designed, authentic</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. Students of all ability levels are able to make their thinking visible during learning activities.	\$12000 Teacher release to attend training and coaching – \$7000 CoT reference books – \$250	lessons where they are required to make their thinking visible. Students are more able to articulate their learning and share ideas with others. Lessons cater to the learning needs of students.
3. Through engagement in project-based learning (PBL), students are able to demonstrate deep understanding of the topic/s.	\$0	This was to be a collaborative project with Mac Uni. It was not ready to implement in 2018.

## Next Steps

- 1 Teachers continue to use the resources and input from writing PL to implement high quality teaching practices that improve student writing.
- 2 Teachers automatically use CoT strategies when teaching and programming, to improve student engagement, thinking and language.
- 3 Check in with Mac Uni about their 'Big History' project.



## Strategic Direction 3

Resilient, responsible citizens

### Purpose

To enhance the well-being of all students through participation in programs which encourage a healthy and well-balanced lifestyle, and to create an environment that values trust and consideration.

### Overall summary of progress

There has been a positive introduction of the concept of growth mindset. It has been readily adopted as important by teachers and is visible in classrooms through the 'name and notice' boards. We are starting to hear the language of growth mindset as student engage in their learning.

Mindfulness has also been adopted as a worthwhile practice across the school. Teachers use a range of techniques to encourage and practise mindfulness with students every day..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Students use growth mindset (GM) principles to articulate their learning goals and practices.	SDD – Growth Mindset – presented by Consultant (James Anderson) – \$4700  3–Step introduction to GM concepts and language – presenter prep time – \$250  Backstories via videos and books – presenter prep time – \$250  GM picture books – \$500	All rooms display and use 'name and notice' boards to recognise GM achievements/use of language.  Teachers use picture books to introduce and reinforce the concept of GM.  Anecdotally students demonstrate more of a growth mindset.
2. Students practice mindfulness techniques to help their focus and reduce stress.	All students participated in a term of mindfulness training by specialist provider (Life Skills) – \$48 per student.  Teachers engage in a well-being workshop presented by Life Skills – included in whole school package.	'Mindful moments' and other mindfulness practices are becoming embedded into daily class routines of every class.  Anecdotally students use mindfulness to regulate their mood/behaviour.

### Next Steps

1 Teachers continues to reinforce a growth mindset in all settings and explicitly teaches GM language.

2 Mindfulness practices continue to be embedded in daily class routines. Students supported to use mindfulness when under stress.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,313 flexible Aboriginal funding was combined with other equity funding to provide some SLSO student support. Extra hour RFF provided to teachers to write individual learning plans.	Students of Aboriginal background benefited from extra support. Teachers were released to prepare and monitor individual learning plan.
<b>English language proficiency</b>	EALD teacher – 4 days per week (0.6 allocation and use of English language proficiency flexible funding)	EALD students/ class teachers benefited from extra support. Students showed improvement in EALD levels. Students demonstrated a richer use of language in literacy tasks.
<b>Low level adjustment for disability</b>	Learning and Support Teacher – 4 days per week (0.5 allocation and use of Literacy and Numeracy funding). Support Learning Officers (SLSO) were employed using combined Low Level Adjustment for Disability, Socio-economic Background and Aboriginal Background funding. On average throughout the year we employed 2 SLSOs per day. This required supplementary funding which came from the hire of our hall.	Students with identified disabilities and significant learning needs had access to extra learning support in the classroom and/or on the playground. Students showed progress academically and social interactions improved.
<b>Quality Teaching, Successful Students (QTSS)</b>	Off-class Assistant Principal – 3 days per week (using the QTSS 0.6 allocation)	The school does not have an off-class executive allocation. With the extra demands placed on school principals, the off-class AP proved to be a valuable resource. They ensured that teaching and learning programs and student behaviour management was monitored, beginning teachers were supported, the school's technology resources were maintained, WHS processes were adhered to and supported the financial management of the school.
<b>Socio-economic background</b>	\$5,233 flexible Socio-economic Background funding was combined with other equity funding to provide some SLSO student support. Some funds raised through the hire of the school hall were also used to ensure that all students had full access to important school activities and essential	Equity was established. All students accessed school activities and resources considered essential for their learning and well being.
<b>Targeted student support for refugees and new arrivals</b>	NAP/EALD teacher – an average of 2 days per week over the year (NAP allocations and use of English language proficiency flexible funding)	NAP/EALD students and class teachers benefited from extra targeted support for students in their first years of learning English. Students showed pleasing improvement in their use of English.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	149	177	191	189
Girls	154	177	184	194

### Student attendance profile

Year	School			
	2015	2016	2017	2018
K	95.7	94.8	95.9	96
1	96.2	95.2	93.9	95.4
2	95.7	93.7	96.7	93.7
3	96	94.9	94.4	95.3
4	97.4	94.8	96	95.8
5	96.8	94.8	94.6	96.4
6	94.7	96.5	94.4	93.5
All Years	96.1	94.9	95.2	95.2

Year	State DoE			
	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school has consistently high levels of attendance. Teachers mark rolls daily online using EBS4. All unexplained absences are followed up. Parents are sent absence slips to complete. If not returned, parents are then sent a 'Compulsory School Attendance' note signed by the principal requesting an explanation for the absence. Student attendance is regularly monitored and discussed at Executive and Learning and Support Meetings. Attendance issues are referred to the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.02
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	2.92

\*Full Time Equivalent

There are no staff of Aboriginal or Torres Strait Islander descent.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

North Ryde Public School has a strong culture of professional learning (PL) which is evident in by the effective teaching and work practices. Our school values quality staff and continues to significantly invest in developing expertise and professionalism.

During 2018, the staff actively engaged in PL designed to support the school's shared vision and strategic plan. About \$73,000 was spent on PL, \$50,000 paid from school funds and \$23,000 from our RAM allocation. This was spent on engaging professionals to work with the staff on 'Visible Thinking', writing and well-being. Staff also attended workshops and were released at school to participate in on-site PL or to prepare PL for teams.

Professional learning opportunities included:

- courses and network meetings to support career development
- training for specialist roles such as, Computer Coordinator, Librarian, Dance, Choir, Drama,



- EALD and Learning and Support teachers
- other valuable courses such as,
- Exec team members – Scout Training, Employee Performance and Conduct, KOIOS Police Simulation Training, Communication, leadership and Engagement, Future Focused Learning Spaces Workshop
- Admin team members – LMBR Change Management, eFPT Systems Staff Planning, SAP HR Payrol, Payroll – temporary engagement, Equipment & Stocktake, School Bytes Training, Probity – Working With Children Check (WWCC) Compliance
- Individual teachers or teams – Teaching Science and Technology K–6 with confidence, Road safety education, Beginning Teachers' Workshop, ARCO Training Course, Australasian Problem Solving Mathematical Olympiads, Teaching Language, Literature and Literacy in Kindergarten, Drama Workshop, Music Performance and Ensemble Skills Workshop, Google Conference
- All teachers – Writing focus – guest presenter –Bernard Cohen (author), PETAA workshop, Seven Steps; Well–being focus – guest presenter from Life Skills – How educators influence classroom behaviour; Matific training
- compliance training such as, CPR Training, Anaphylaxis e–learning, e–Emergency Care, Child protection Update and WHS Induction

We take great pride in the supportive and collegial environment we foster. We ensure teachers are supported to both gain and maintain accreditation by providing a mentor/supervising teacher.

Of our 23 teaching staff in 2018, we had 2 teachers seeking accreditation at proficient level and 21 teachers maintaining accreditation at proficient.

The Australian standards were embedded into each PL session to assist teachers to identify PL for their accreditation documentation. Some executives and teachers attended higher levels of accreditation network meetings. Executives also ran an information session for regular casuals to assist with their accreditation requirements.

### Staff Development Days

Term 1 – Growth Mindset presented by James Anderson. Planning time. All teachers attended, including part–time and regular casuals

Term 1 (in lieu of Term 4 Day 2) – 'All Learners Learning Every Day', Culture of Thinking Conference on Saturday 5 May. All teachers attended, including some part–time and regular casuals.

Term 2 – Introduction to One Note and Google Sheets presented by colleagues. All teachers attended, including part–time and regular casuals.

Term 3 – Teams revised student reports. Life Skills workshop: 'Well–being. No it's not just a policy' All teachers attended, including part–time and regular

casuals.

Term 4 Day 1 – Most teaching and non–teaching staff attended CPR and anaphylaxis mandatory training. Those unable to attend, organised attendance at other schools.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	440,630
<b>Revenue</b>	3,658,888
Appropriation	3,140,689
Sale of Goods and Services	8,230
Grants and Contributions	498,740
Gain and Loss	0
Other Revenue	400
Investment Income	10,829
<b>Expenses</b>	-3,503,260
Recurrent Expenses	-3,503,260
Employee Related	-2,901,365
Operating Expenses	-601,895
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	155,628
<b>Balance Carried Forward</b>	596,258

The school works closely with its community to ensure that finances are managed responsibly. The school has strong relationship with the P&C association, who support the school by providing essential educational resources for our students and funds to improve the school environment.

We also value the contributions made by our many community users, who regularly hire our school facilities. Extra funds available are used to provide extra professional learning to all staff, the purchase of extra teaching resources, to upgrade school technology and maintain and improve school facilities.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,690,694
Base Per Capita	72,513
Base Location	0
Other Base	2,618,181
<b>Equity Total</b>	184,066
Equity Aboriginal	1,313
Equity Socio economic	5,233
Equity Language	105,004
Equity Disability	72,516
<b>Targeted Total</b>	28,788
<b>Other Total</b>	112,833
<b>Grand Total</b>	3,016,381

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

North Ryde Public School continues to do well academically. Our goal is to support the learning of all students so that they achieve above expected growth in all areas. NAPLAN graphs that display the average scaled growth of students in Year 5 show that we are above both the statistically similar school group and NSW government schools in all areas.

NAPLAN 2018 trend data in literacy shows that North Ryde Public School student results remain well above the state average in all areas.

92.8% of Year 3 students achieved the top 3 bands in Reading compared to 89.8% in statistically similar schools.

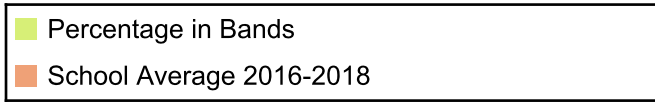
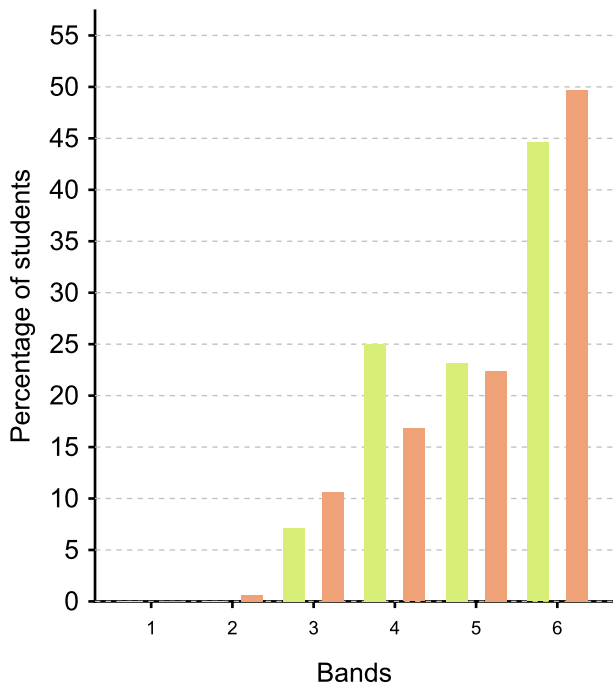
87.6% of Year 3 students achieved the top 3 bands in Writing compared to 88.6% in statistically similar schools

80% of Year 5 students achieved the top 3 bands in Reading compared to 81.5% in statistically similar schools.

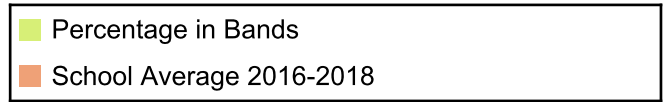
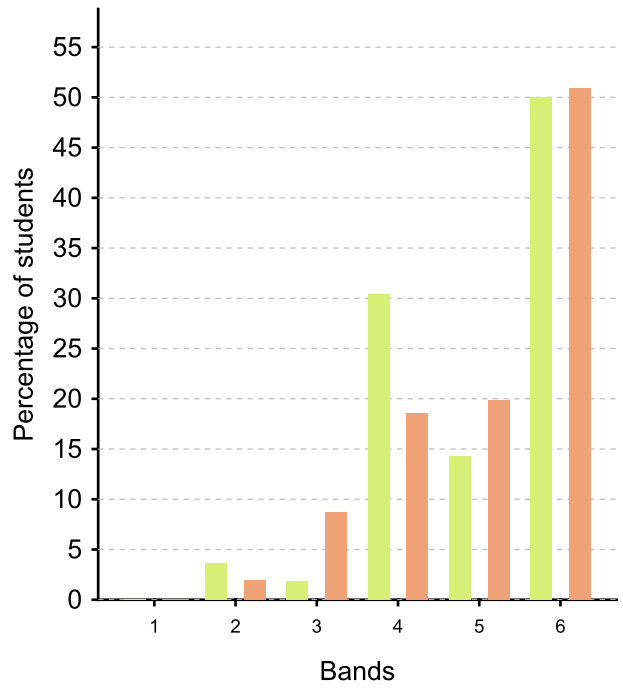
63.7% of Year 5 students achieved the top 3 bands in Writing compared to 61.6% in statistically similar schools.



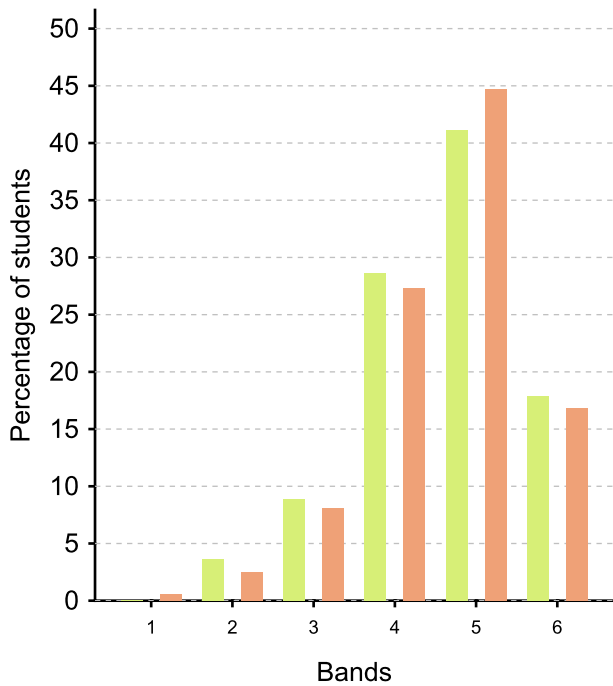
**Percentage in bands:**  
Year 3 Reading



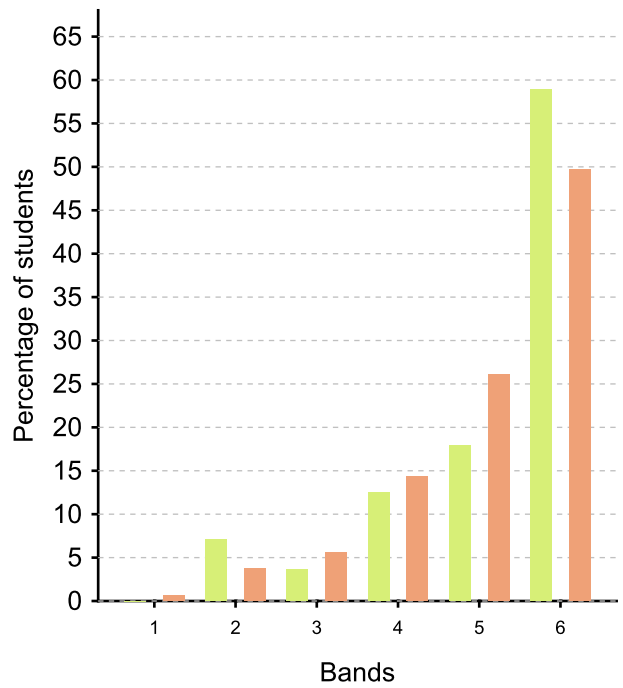
**Percentage in bands:**  
Year 3 Grammar & Punctuation



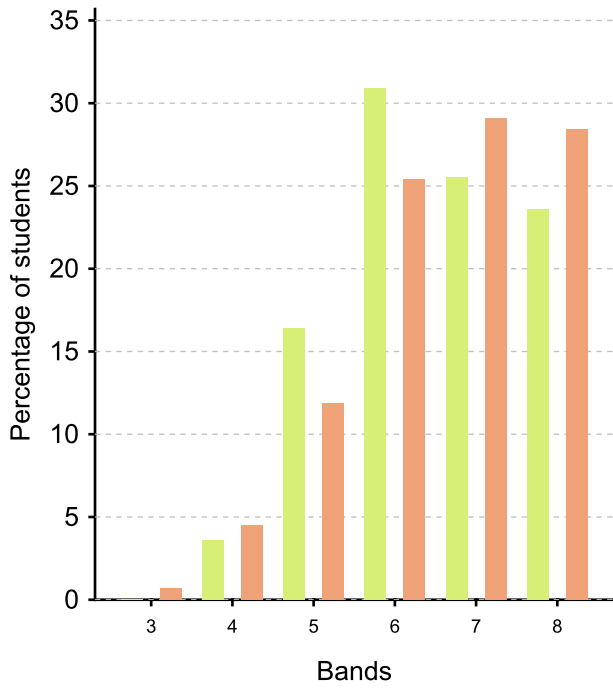
**Percentage in bands:**  
Year 3 Writing



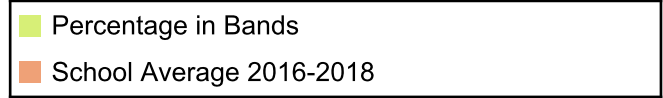
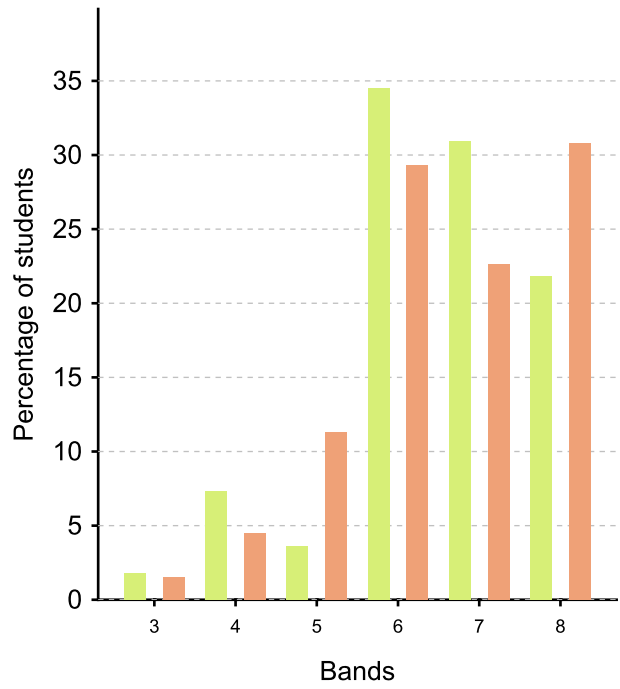
**Percentage in bands:**  
Year 3 Spelling



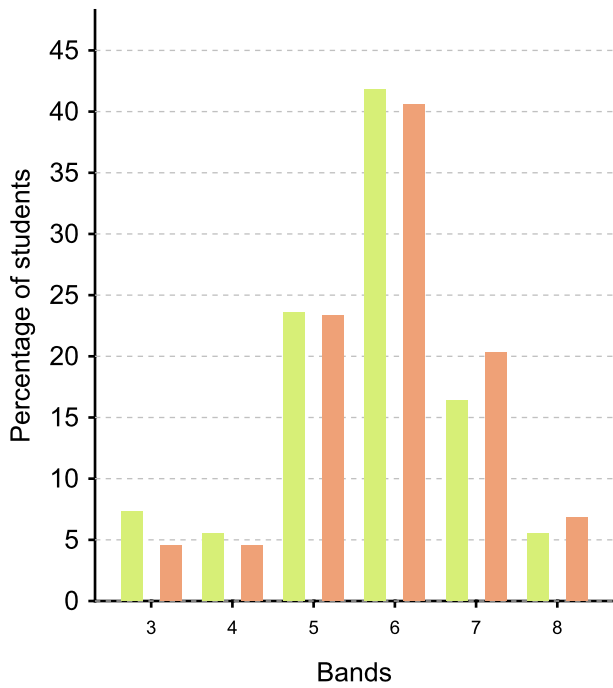
**Percentage in bands:**  
Year 5 Reading



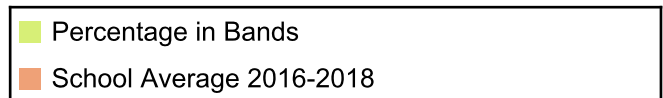
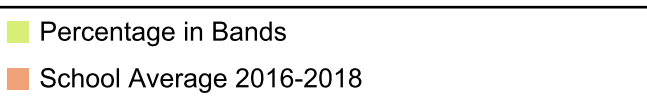
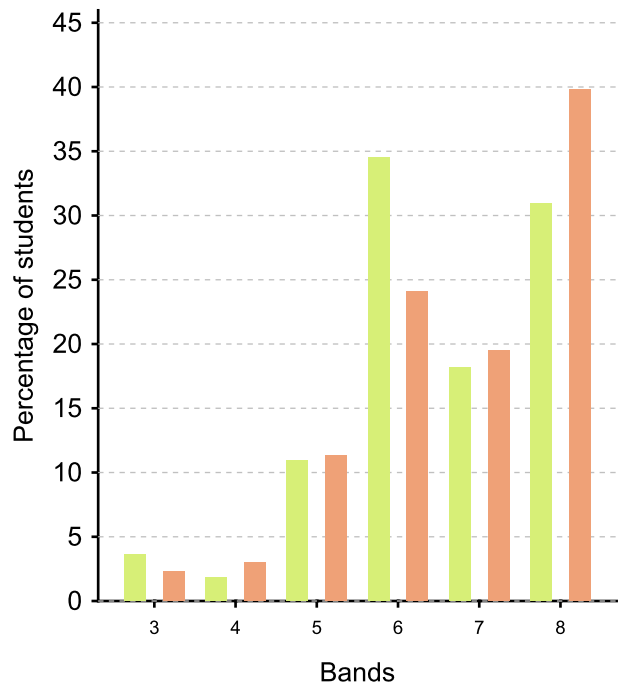
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling

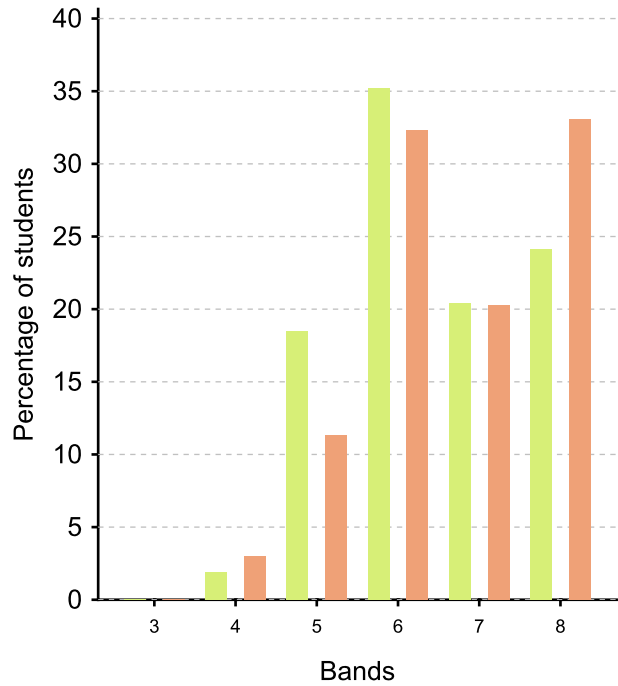


NAPLAN 2018 trend data in numeracy shows that North Ryde Public School student results remain well above the state average in all areas.

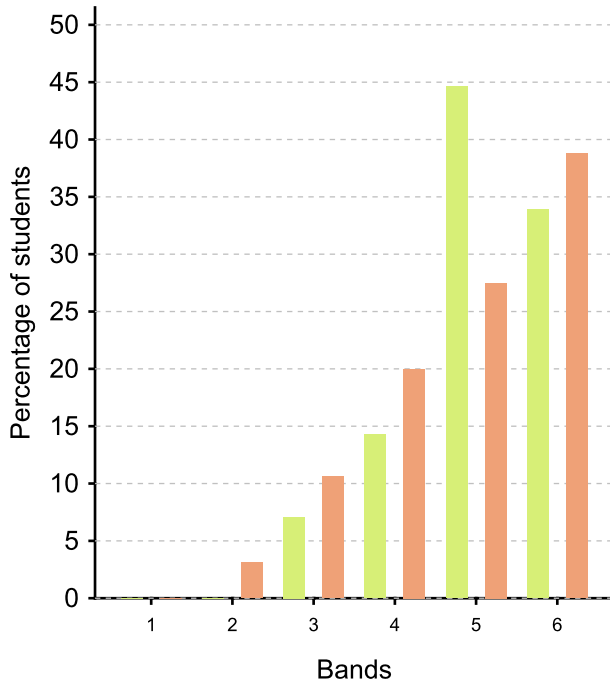
78.6% of Year 3 students achieved the top 3 bands in Numeracy compared to 65.2% in statistically similar schools.

44.4% of Year 5 students achieved the top 3 bands in Numeracy compared to 53.5% in statistically similar schools.

**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



■ Percentage in Bands  
■ School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

**Premier's Priority: Improving education results – Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.**

In 2018 the % of results in the top 2 bands in Reading and Numeracy was 60%. This is an excellent result. It is, however, less than the 65% high of 2017 for which we received special recognition.

■ Percentage in Bands  
■ School Average 2016-2018

## Parent/caregiver, student, teacher satisfaction

Our school community participated in the 'Tell Them From Me survey' again this year. The information below compares 2018 results with those from participants in 2016.

### Student Feedback

Almost all Year 4, Year 5 and Year 6 students participated in the 'Tell Them From Me survey' in 2018 (total of 123). Most results mirrored the state average unless mentioned.

Student participation in school sports – Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class. 89% (–4%)

Student participation in extracurricular activities – Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school. 68% (no change) **above state average**

Students with a positive sense of belonging – *Students feel accepted and valued by their peers and by others at their school.* 79% (–3%)

Students with positive relationships – *Students have friends at school they can trust and who encourage them to make positive choices.* 91% (+2%) **above state average**

Students that value schooling outcomes – *Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.* 93% (–1%)

Students with positive homework behaviours – *Students do homework for their classes with a positive attitude and in a timely manner.* 72% (+13%) **well above state average**

Students with positive behaviour at school – *Students that do not get in trouble at school for disruptive or inappropriate behaviour.* 97% (+3) **well above state average**

Students who are interested and motivated – *Students are interested and motivated in their learning.* 69% (–3%) **below state average**

Effort – *Students try hard to succeed in their learning.* 88% (–4%)

Skills–challenge – *Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.* 46% (+5%)

Effective learning time – *Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.* 82% (+1%)

Relevance – *Students find classroom instruction relevant to their everyday lives.* 81% (+3%)

Rigour– *Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.* 81% (+3%)

Students who are victims of bullying – *Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.* 14% (–7%) **significantly less than state average** (–22%)

Advocacy at school – *Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.* 75% (+3%)

Positive teacher–student relations – *Students feel teachers are responsive to their needs and encourage independence with a democratic approach.* 83% (+2%)

Positive learning climate – *Students understand there are clear rules and expectations for classroom behaviour.* 75% (+6%)

Expectations for success – *School staff emphasise academic skills and hold high expectations for all students to succeed.* 88% (+3%)

High Perseverance – *The extent to which students can pursue their goals to completion, even when faced with obstacles.* 47% (new)

### Parental feedback

The survey provides results based on data from 21 respondents who completed the Parent Survey. Most respondents provided positive replies, above 60%, range. Two respondents in each category provided responses in the very low range. This data leads the school to conclude that probably the responses were from the same two parents who for some reason felt a disconnect with the school. It is hoped that they have voiced their concerns since completing the survey and are now having a more positive experience.

Parents feel welcome (school mean 7.1) Most agreed that 'I can easily speak with my child's teachers' and 'The school's administrative staff are helpful when I have a question or problem' (7.8) The lowest score was for 'Parent activities are scheduled at times when I can attend'. (5.7)

Parents are informed (school mean 6.6) Most agreed that 'Reports on my child's progress are written in terms I understand'. (7.7) The lowest score was for 'I am informed about opportunities concerning my child's future'. (5.4) A surprisingly low score, which is of concern, was for 'The teachers would inform me if my child were not making adequate progress in school subjects'. (5.7)

School supports learning (school mean 7.3) All areas were rated quite highly. Most strongly agreed that 'My child is encouraged to do his or her best work'. (8.2)

School supports positive behaviour (school mean 8.2) All areas were rated highly.

Safety at school (school mean 7.2) All areas were rated

well. The lowest score was for 'The school helps prevent bullying'. This is a concern but is at odds with the student feedback regarding bullying above.

Inclusive school (school mean 6.3) This is a fairly low rating by is comparable to the state average of 6.7. Most respondents gave scores of 6 and above.

Useful communication types at school – Parents indicated a preference for informal meetings, emails and formal interviews, rather than reports or phone calls.

Useful communication about school news – 81% of parents find the school newsletter useful communication about the school, then emails.



## Teacher Feedback

The survey provides results based on data from 17 respondents who completed the Teacher Survey. All of our school means were above state average, except technology which was just below state average.

Leadership (school mean 7.9) All areas were rated highly and is above the state average of 7.1.

Collaboration (school mean 8.3) All areas were rated very highly, especially 'Teachers in our school share their lesson plans and other materials with me'. (9.0)

Learning Culture (school mean 8.2) All areas were rated very highly, especially 'I monitor the progress of individual students'. (8.1)

Data Informs Practice (school mean 7.7) All areas were rated well, except 'I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent)'. (6.2)

Teaching Strategies (school mean 8.2) All areas were rated very highly.

Technology (school mean 6.4) Most areas were not rated highly, except 'Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts' (7.8) and 'I help students use computers or other interactive technology to undertake research' (7.5). The lowest score was for 'Students use computers or other interactive technology to track progress towards their goals'. (4.4)

Inclusive School (school mean 8.2) All areas were rated very highly. The most highly rated areas were 'I establish clear expectations for classroom behaviour' (8.9), 'I am regularly available to help students with special learning needs' (8.7) and 'I strive to understand the learning needs of students with special learning needs' (8.6).

# Policy requirements

## Aboriginal education

North Ryde Public School continues to embed Aboriginal perspectives into teaching and learning programs. The aim is to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Specific areas with a focus on Aboriginal Education were:

- The Acknowledgement of Country is included at the beginning of all major school events as a form of respect for the traditional custodians of the land and the elders past and present.
- Annually, we commemorate NAIDOC Week. This year, an Aboriginal Educator from 'Koori Kinnections' visited our school. Students participated in a hands-on session which involved a variety of learning activities such as traditional games, songs and dance, bark canoe making and learning about Aboriginal tools and weaponry. Students found the sessions extremely informative and engaging.
- Kindergarten students had the opportunity to engage in and respond to Dreamtime stories through their History unit 'My Family History'. Students enjoyed listening to a variety of Dreamtime stories, discussing what they tell about the past and how these stories are told and shared.
- 'Koori Kinnections' visited Stage 1 students to support their learning of 'weather' as part of their Geography unit. Students learnt about Aboriginal culture and Aboriginal weather/seasons and how this connects to the environment, animals, plants, shelter, tools, weapons and sustainability through a hands-on learning experience. Students really enjoyed the experiences provided and learnt so much.
- As part of their History unit 'Early Australia', Stage 2 students participated in the 'Two Cultures-Aboriginal and First Contacts Experience' excursion in The Rocks, Sydney. The interactive excursion demonstrated both Aboriginal and European perspectives of our Early Australian history. Students walked in the footsteps of those who came before us, such as Captain James Cook and his crew and reflected on the effect this had on Aboriginals.
- Stage 3 students studied the history of Australia and the First Fleet as part of their History unit. Students had the opportunity to learn in depth about the original habitants of Australia and research influential Indigenous Australians.



## Multicultural and anti-racism education

North Ryde Public School has a diverse student population, with over sixty different cultural backgrounds. In 2018, the school had two English as an Additional Language or Dialect (EAL/D) teachers who worked to support our EAL/D students. EAL/D teachers worked collaboratively with classroom teachers, team teaching and working with small groups, to support students still learning and mastering English.

We value the range and diversity of the cultural backgrounds that make up our school and the local community. To foster support and an understanding of all our students:

- Annually, we celebrate Harmony Day. It's about inclusiveness, respect and a sense of belonging to everyone in our culturally diverse community. The theme for Harmony Day 2018 was 'Everyone Belongs'. This day was also combined with 'The National Day of Action Against Bullying and Violence'. Students acknowledged both days by wearing orange and contributing to a whole school display for all community members to view. This included student bunting describing how they show kindness at our school. Each class took part in various anti-bullying and Harmony Day activities to reinforce the values of both days.
- We have an Anti-Racism Contact Officer (ARCO). The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism and the appropriate procedure that will be used to resolve the complaint.
- K-2 students learnt about the diversity of cultures in Australia when they studied the History units, 'Personal and Family Histories' and 'Present and Past Family Life'.
- 3-6 students discussed multicultural perspectives in depth as part of an in-school public speaking competition.
- Throughout the year classroom teachers discuss with their students important national days to foster world knowledge and tolerance.