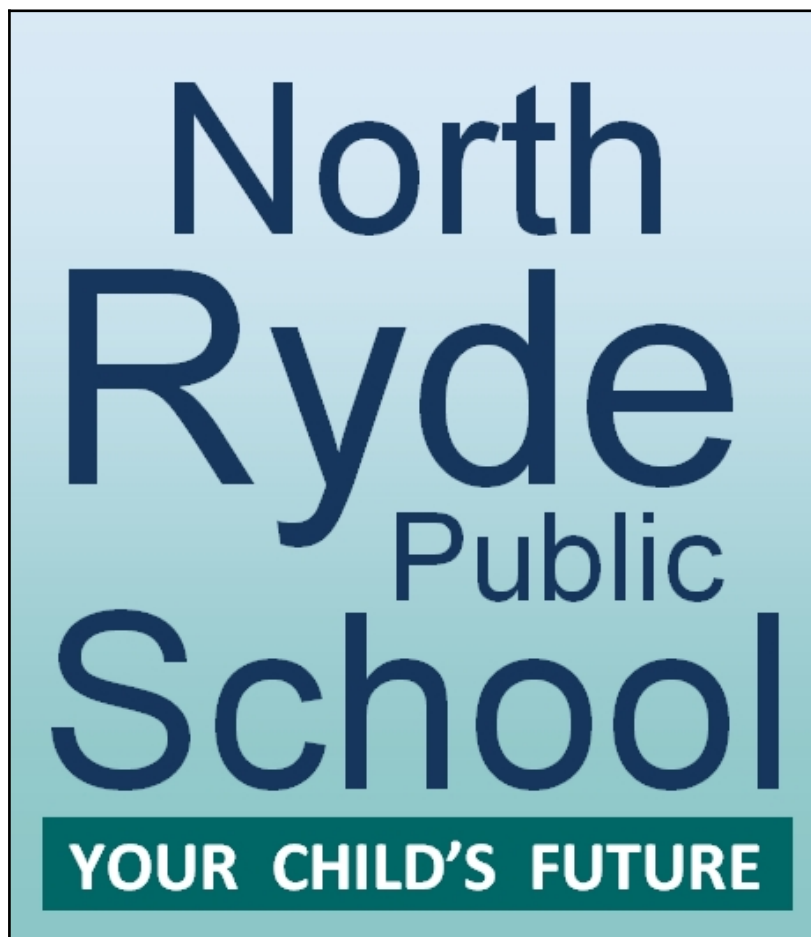# North Ryde Public School

2019 Annual Report

3022

Introduction

The Annual Report for 2019 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.

School contact details

North Ryde Public School
Coxs Rd
North Ryde, 2113
www.northryde-p.schools.nsw.edu.au
northryde-p.school@det.nsw.edu.au
9878 1673

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

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 school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Informed, visionary community

Purpose

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

Improvement Measures

1. All teachers are collaboratively programming online.
2. Students are using technology to collaborate and share their learning with a wider audience.
3. Digital communication with the community has improved.
4. Enhanced spaces are being used to promote quality teaching, learning and communication.

Progress towards achieving improvement measures

Process 1:   1. Facilitate sharing through the use of online platforms to enhance teacher collaboration in the development of teaching and learning programs

Evaluation	Funds Expended (Resources)
Teachers effectively program online. Teachers are more confident in the teaching of coding.	Coding workshop for teachers – $2000

Process 2:   2. Strengthen student voice and teamwork skills through the use of technology.

Evaluation	Funds Expended (Resources)
Students are able to demonstrate their coding skills.	Weekly coding lessons for students for 7 weeks @ $8 per lesson Coding challenge group 6 weeks @ $8 per lesson

Process 3:   3. Upgrade digital communication with the school and wider community

Evaluation	Funds Expended (Resources)
School community is kept informed.	Skoolbag, Schoolbytes, Schoolzine subscriptions

Process 4:   4. Enhance spaces to promote quality teaching, learning and communication

Evaluation	Funds Expended (Resources)
Students have greater access to resources to enhance their learning. Staff planning and collaboration areas were improved.	Some classroom furniture and resources were upgraded – $10,000 Staff spaces upgraded – $20,000

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.

Improvement Measures

1. Students demonstrate a higher quality writing through the use of creativity and language devices.

2. Students of all ability levels are able to make their thinking visible during learning activities.

3. Through engagement in project–based learning (PBL), students are able to demonstrate deep understanding of the topic/s.

Progress towards achieving improvement measures

Process 1: 1. Draw upon expert knowledge to implement high quality teaching practices that improve student writing

Evaluation	Funds Expended (Resources)
Students produce quality writing samples Student outcomes show improvement in writing	Accessed resources from 2018

Process 2: 2. Apply a range of visible thinking strategies to differentiate the curriculum

Evaluation	Funds Expended (Resources)
Students are able to make their thinking visible	Professional learning with consultant partner – mentoring group, beginner group, executive planning group, lesson observation and coaching – total $20,000

Process 3: 3. Involve students in authentic projects to ensure that they have the opportunity to share deep thinking

Evaluation	Funds Expended (Resources)
Planned partnership with Macquarie University was not able to proceed.	

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.

Improvement Measures

1. Students use growth mindset (GM) principles to articulate their learning goals and practices.

2. Students practice mindfulness techniques to help their focus and reduce stress.

Progress towards achieving improvement measures

Process 1:   1. Support students to become more persistent and resilient in learning situations through the use of growth mindset (GM) principles

Evaluation	Funds Expended (Resources)
Students were beginning to articulate their learning and discuss goals but it was not school–wide. It was decided to aim for student interviews in 2020.	

Process 2:   2. Implement a whole school approach to student well–being using mindfulness techniques

Evaluation	Funds Expended (Resources)
Whole school displays a calm atmosphere. Student show the skills of self–regulation and there is a reduction in negative behaviour	Students participate in well–being program for 8 weeks @ $6 per week Teachers use Life Skills Go program to program well–being lessons and support student understanding of self–care.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1,345 flexible Aboriginal funding was combined with other equity funding to provide some SLSO student support. Extra hour RFF provided to the teacher to write an individual learning plan.	The student of Aboriginal background benefited from extra support. The teacher was released to prepare and monitor individual learning plan.
English language proficiency	EALD teacher – 3 days per week (0.4 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.
Low level adjustment for disability	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.
Quality Teaching, Successful Students (QTSS)	Off–class Assistant Principal – 3 days per week (using the QTSS 0.6 allocation) Extra executive teacher release (using the QTSS 0.050 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 led the Learning and Support Team, ensured that teaching and learning programs and student behaviour management was monitored, beginning teachers were supported, the school's technology resources were maintained and supported the financial management of the school.
Socio–economic background	$5,408 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.
Targeted student support for refugees and new arrivals	NAP/EALD teacher – an average of 1 day per week over the year (NAP allocations)	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			
	2016	2017	2018	2019
Boys	177	191	189	209
Girls	177	184	194	211

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	95.9	96	95
1	95.2	93.9	95.4	94
2	93.7	96.7	93.7	92.5
3	94.9	94.4	95.3	93.8
4	94.8	96	95.8	96.4
5	94.8	94.6	96.4	94.8
6	96.5	94.4	93.5	95.8
All Years	94.9	95.2	95.2	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.06
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	3.12

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	596,258
Revenue	3,827,545
Appropriation	3,338,701
Sale of Goods and Services	11,010
Grants and contributions	468,059
Investment income	9,075
Other revenue	700
Expenses	-3,698,720
Employee related	-3,111,099
Operating expenses	-587,621
Surplus / deficit for the year	128,826

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.

	2019 **Approved SBA** ($)
Targeted Total	13,670
Equity Total	176,004
Equity - Aboriginal	1,345
Equity - Socio-economic	5,408
Equity - Language	93,780
Equity - Disability	75,471
Base Total	2,860,274
Base - Per Capita	89,866
Base - Location	0
Base - Other	2,770,407
Other Total	204,658
Grand Total	3,254,605

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Student Responses

In 2019, there were 110 student participants in the Tell Them From Me Survey, from Years 4, 5 and 6.

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

Particularly high areas were:
- Student participation in school sports 95% (12 above state average)
- Student participation in extracurricular activities 67% (12 above state average)
- Students with a positive sense of belonging 83% (2 above state average)
- Students with positive homework behaviours 69% (6 above state average)
- Students with positive behaviour at school 95% (12 above state average)

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.
- 42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 37% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 16% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 5% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Students who are victims of bullying

16% of students who indicated that they are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. This is 20% lower than the state mean.

Student perseverance levels

The extent to which students can pursue their goals to completion, even when faced with obstacles. Results indicated that students had less resilience that the state average. 43% compared to 48%.

Parent Responses

In 2019, there were 34 respondents to the Tell Them From Me Survey for parents. This could be about 5% of the parents. While there definitely some very positive responses, there was also some negative feedback, which we need to investigate further in 2020.

The section 'Parents feel welcome' was only 7.1 (7.4 state norm). While there were generally good scores, there seemed to be an issue relating to parent availability to attend activities. In 2019 to ensure the easy supervision and safety of students, we asked parents to leave the school grounds in the morning. We know that some people found this upsetting and this may have influenced the survey.

An area which may need improvement relates to parent feedback about student learning, in the section 'Parents are informed'. However, a positive was that 61% found that the newsletter was very useful.

It was interesting that in the section 'Parents support learning at home', the score was lower than the state norm. 6.1 compared to 6.3.

There were excellent responses relating to the school facilities – all over 90%. And 85% would recommend the school to other parents.

Teacher Responses

In 2019, 22 respondents completed the Teacher Survey.

The teacher responses were generally very positive:
- Leadership 7.7 (compared to the state norm 7.1)
- Collaboration 8.3 (7.8)
- Learning Culture 8.4 (8.0)

- Data Informs Practice 8.1 (7.8)
- Teaching Strategies 8.3 (7.9)
- Inclusive School 8.5 (8.2)
- Parent Involvement 7.4 (6.8)
- Challenging and Visible Goals 7.8 (7.5)
- Planned Learning Opportunities 8.2 (7.6)
- Quality Feedback 7.7 (7.3)
- Overcoming Obstacles to Learning 8.2 (7.7)

An area which may need improvement is:

- Technology 6.9 (state norm 6.7)

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.