

2020 Annual Report

Ryde East Public School



4257

Introduction

The Annual Report for 2020 is provided to the community of Ryde East Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Our vision at Ryde East Public School is to create a whole-school environment that encourages life-long learners who are equipped with knowledge and skills for a changing world.

We are committed to engaging learners in a respectful, safe and nurturing environment where each student is known, valued and cared for, and strives to achieve their best.

School context

Ryde East Public School is located in North Ryde, close to the Wallumatta Nature Reserve and provides quality, public education with a strong sense of involvement and partnership. The educational programs are enhanced by our attractive environment and facilities including expansive playing fields, tennis and netball courts, cricket nets, well-resourced library and hall, air-conditioned classrooms, playground equipment and extensive shaded areas. Many highly successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working collaboratively in a team environment. Some of these programs that operate at Ryde East Public School include - extensive sporting programs, creative and performing arts including choirs, school bands, a dance group and ensembles. Ryde East Public School serves an interested and committed parent body and has a warm, caring and friendly atmosphere. The involvement displayed by many parents/ caregivers is evidence of the community spirit. Within the school grounds we have a five day a week Out Of School Hours Care program which also offers vacation care during school holidays. The school and our community have high expectations of students and value the provision of a variety of learning opportunities. We support a close relationship between the school and community and actively encourage parents to participate in this relationship by visiting the school, joining in our activities and taking an active interest in your child's education.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The school undertook External Validation in 2017. Reflections on 2018-2020 SEF indicate that improvements have been made across all domains. From the ongoing analysis of our performance, it is evident that in some areas we overestimated the assessment of our practices against the framework, and in some we were overly critically of our on-balance judgments. This led us to undertaking whole school PL to ensure consistent understanding of the SEF and determine more our alignment to the framework more accurately. This has ensured that our Strategic Improvement Plan 2021-2024 will be informed by clearly identified focus themes.

Strategic Direction 1

Sustainable Evidence-Based Practices

Purpose

To enhance evidence-based pedagogy through quality teaching practices, creating classroom environments that are student-centred and optimise learning progress for all students across a full range of abilities.

Improvement Measures

PDP process is linked to the Australian Professional Standards for Teachers to evaluate effective teaching practices and the implementation of quality teaching and learning programs.

Increase the number of students achieving at or above expected growth from 63.5% to 68% in NAPLAN.

Tell Them From Me survey indicates an 8% increase in student engagement to meet NSW Government Norm.

Growth in the School Excellence Framework in the Learning Domain: Curriculum and Assessment from 'Delivering' to 'Sustaining and Growing'.

Progress towards achieving improvement measures

Process 1: Collaborative practices are utilised to deliver the mathematics curriculum through evidence-based, innovative pedagogy to improve student learning outcomes and engagement.

Evaluation	Funds Expended (Resources)
<p>Our Strategic Direction 1: Sustainable Evidence-based Practices saw the implementation of a whole-school mathematics initiative. This involved engaging with external support, Anita Chin and the Curriculum Advisors through the Department of Education. Initially we worked with Northbridge Public School and Lane Cove West Public School on this project. Our schools had traditionally formed stage-based mathematics groups and utilised textbooks. The aim was to support staff to understand the mathematics syllabus, support differentiation within their classrooms and enable staff to utilise effective resources to teach skills and concepts, which would then in turn support the improvement of student learning outcomes. A school-based mathematics leadership team was created. These staff members supported the development and implementation of a whole-school mathematics scope and sequence, purchased and distributed resources and supported the implementation of demonstration lessons and modelling through Anita Chin. This saw a whole-school shift in the way mathematics was taught and the knowledge and skills the staff had about the mathematics syllabus. Upon reflection and moving into our 2021 Strategic Improvement Plan, mathematics will be a key focus in Strategic Direction 1 to support whole-school progressions of learning and the implementation of the new mathematics syllabus K-2 to support the achievement of our System-negotiated numeracy targets.</p>	<p>Professional Learning Funds</p>

Process 2: Visible Learning strategies are clearly evident in all teaching environments to ensure optimal conditions for student learning across the whole school.

Evaluation	Funds Expended (Resources)
<p>The Visible Learning implementation was supported through Corwin and undertaken in partnership with Mowbray Public School. The executive team and two key staff, identified as 'Impact Coaches', supported the initial implementation of this initiative. Ongoing surveys have been utilised as a way of determining school-based directions. The goal of the Visible Learning initiative was to develop whole school practices in student assessment and progress monitoring. When discussing and reflecting on the 2018 SEF SAS, the executive team identified a lack of consistency across the school in the</p>	<p>Professional Learning Funds</p>

Progress towards achieving improvement measures

area of assessment. A whole school review on Teaching and Learning practices which included staff surveys, students interviews and walkthroughs was undertaken. The Corwin Group also conducted a School Capability Visit and after consideration of all the data gathered, the review identified four main areas for school improvement through the lens of Visible Learning Practices. Their four findings were:

1. Implement consistent approaches across the school that empower students to take greater ownership of their learning.
2. Develop shared understandings and processes of effective assessment practices, gathering, analysing and using evidence to inform planning.
3. Make learning intentions and success criteria visible to students so students are clear about what they are learning in every lesson and what success looks like.
4. Articulate a clear picture of the type of feedback culture and practice the school aspires to have, involving input from all staff, students and families.

The four elements identified above will form the directions for our Strategic Direction Plan 2021-2024.

Strategic Direction 2

Future Focussed Teaching and Learning

Purpose

To prepare students across all curriculum areas with skills and capabilities to thrive in a rapidly changing and interactive world, engaging a sense of curiosity. Teachers are flexible and select from a range of effective teaching strategies to enable students to be leaders in their learning.

Improvement Measures

All classrooms and teaching programs have evidence of future focussed learning practices e.g. project-based learning, differentiation, creative and critical thinking skills, collaboration and flexible learning spaces.

Increase the percentage of teachers by 10% through the Tell Them From Me Survey, who identify clear learning goals for students to use technology to modify or redefine their learning.

Growth in the School Excellence Framework: Theme: 'Improvement of Practice' from 'Delivering' to 'Sustaining and growing'.

Progress towards achieving improvement measures

Process 1: All staff engage in professional learning on future focussed pedagogy to develop a comprehensive understanding of learning modes and dispositions, to engage students to be life-long learners.

Evaluation	Funds Expended (Resources)
2020 saw the introduction of 'Learning Dispositions' through initiatives under Strategic Direction 2: Future Focussed teaching and Learning. The focus of this was to support staff knowledge and understandings of future-focussed pedagogy, in particular learning modes and dispositions to engage students to be life-long learners. Staff undertook professional learning with Corwin to support this process and decided upon five dispositions: risk taking, communication, self-motivation, perseverance and adaptability. These dispositions were decided upon by all staff and discussed as the necessary elements to support the way in which students learn. Key staff developed lessons to introduce these dispositions, posters were designed and printed, and the whole-school award system supported the positive reinforcement of the dispositions. Staff and students regularly use the language of these dispositions. Evaluation of this initiative has indicated the necessity to embed these dispositions into class teaching/learning programs to ensure that lesson activities and experiences are being designed with the ability for students to demonstrate these dispositions in all areas of their learning. These will continue to be introduced through specific lessons in Kindergarten.	Professional Learning Funds

Process 2: Staff have the knowledge and strategies to implement project-based learning effectively with an emphasis on STEM to engage students in rich and authentic leaning experiences.

Evaluation	Funds Expended (Resources)
In 2020 we designed a collaborative space in our school library to create a 'learning hub' that is accessible to all staff and classes across the school to work more collaborative utilising the available resources. We purchased flexible furniture for this space and created a 'green screen' room for filming.	Funds totaled \$50000

Strategic Direction 3

Engagement and Wellbeing

Purpose

Foster a culture of collective responsibility for student learning and wellbeing which is shared by staff, students and parents by implementing evidence-based change to whole school practice which results in measurable improvement. Enhance relationships, communication and engagement of parents to support students to connect, succeed and thrive.

Improvement Measures

Utilise the Positive Behaviour for Learning (PBL) self assessment survey as base-line data for improvement across the school.

'Tell Them From Me' and school survey data indicates an increase in student, staff and parent satisfaction with Wellbeing and Community Partnerships.

Students identified on the National Disability Data Collection have adjustments and Personalised Learning and Support Plans (PLaSPs) implemented.

Reduce the percentage of negative behaviours (major and minor) recorded on Sentral by 5%.

Progress towards achieving improvement measures

Process 1: Engage our school community through effective communication, parent forums and workshops, transition programs, visible leadership and community events.

Evaluation	Funds Expended (Resources)
In conjunction with the P&C and external support, Adam Voigt (who provided support to the executive team on school culture), feedback was sought to inform decisions on how to achieve this. As part of this strategy, we created a school Facebook page to positively promote school activities and events, redesigned the newsletter, updated the school website. A survey of parents indicated that they preferred school information to be communicated via the school app and we moved immediately to this. We will continue to implement an action plan to identify and reinforce the positive qualities of our school and create a positive school culture.	Professional Learning Funds

Process 2: Refine and implement a whole school approach to Learning and Support to meet the needs of all students. Use evidence-based pedagogy to develop and implement Positive Behaviour for Learning across the school community.

Evaluation	Funds Expended (Resources)
<p>As part of a whole-school initiative within Strategic Direction 3: Engagement and Wellbeing, in 2019, the school undertook a Learning and Support Self-evaluation to review processes and practices. The focus was to implement a whole school approach to Learning and Support to meet the needs of all students. Findings indicated that teachers: wanted professional learning to meet the needs of gifted and high potential students, felt students required facilitated support on the playground to reduce problem behaviours, required clarity around the terms 'adjustment' and 'differentiation', valued the evidence-based interventions of MultiLit and MacqLit, and were not always clear about the outcome of Learning and Support Team referrals.</p> <p>As a result of the above findings the following changes to practices were adopted during 2020: a review of the school's gifted and high potential policy, improved assessment practices to identify gifted and high potential students, Learning and Support Team minutes recorded in Sentral, time based action plans developed for Learning and Support Team referrals, Learning and Support Team meeting calendar, tightening up of Learning and Support</p>	Professional Learning Funds

Progress towards achieving improvement measures

Team pre-referrals via Assistant Principals, reviewed PBL processes, established a positive playground program to support facilitated play, and whole school completion of Disability Standards for Education training.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$5 122.00)	Funds were used to release staff to develop Personalised Pathways Plans for our Aboriginal students. Funds were also used to support NAIDOC week activities
English language proficiency	Funding Sources: • English language proficiency (\$112 118.00)	Staffing allocation utilised to support students identified as EAL/D. This was undertaken as small group and in-class support. Professional learning was also undertaken by staff in undertaking the EAL/D progressions.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$56 059.00)	0.5 allocation was utilised to provide case management, small group intensive interventions and capacity building of classroom teachers to meet the needs of students with additional learning and support needs
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$100 305.00)	Funding was used to employ an additional non-teaching DP to mentor the staff across K-6 in the area of mathematics. Ongoing support was also provided to staff in the Performance and Development process, observations, feedback and reflection. Throughout the year staff were also supported through mentoring and in-class support in the areas of Visible Learning.
Socio-economic background	Funding Sources: • Socio-economic background (\$12 915.00)	Provided financial support to families who request it to ensure equity of access to all school activities, resources and programs. Funded wellbeing programs across the school, e.g. Amazing Me.
Support for beginning teachers	Beginning Teacher Funding Totaling \$62, 299	Upskilling of beginning teachers through collegial relationships and mentoring. Provision of teacher release for professional learning and mentoring opportunities. These funds also provided mentors allocated time to work with beginning teachers on identified areas.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	268	286	292	284
Girls	245	242	260	274

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	95.8	94.2	96.4
1	95.8	94.6	95	95
2	94.4	95.5	94.8	96.1
3	96.2	94.9	95.8	94.8
4	95.7	96	94.7	95.7
5	95.9	95.1	95.3	94.5
6	95.1	94.8	95.3	95
All Years	95.6	95.2	95	95.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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
Classroom Teacher(s)	21.83
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	4

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	566,807
Revenue	5,986,659
Appropriation	5,711,778
Grants and contributions	272,419
Investment income	2,163
Other revenue	300
Expenses	-5,814,415
Employee related	-5,241,813
Operating expenses	-572,602
Surplus / deficit for the year	172,244
Closing Balance	739,051

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.

	2020 Approved SBA (\$)
Targeted Total	135,088
Equity Total	281,266
Equity - Aboriginal	4,250
Equity - Socio-economic	12,753
Equity - Language	172,172
Equity - Disability	92,091
Base Total	3,981,210
Base - Per Capita	132,758
Base - Location	0
Base - Other	3,848,452
Other Total	1,055,663
Grand Total	5,453,227

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The Tell Then from Me Year 4 cohort student data indicated, similar levels of student advocacy (85%, compared to a state average of 87%), but lower expectations for success (90% - 5% lower than the state average) and a lower sense of belonging (69% - 8% below the state average). This will become a focus in our 2021-2024 Strategic Improvement Plan.

Staff, students and parents were surveyed as part of a whole-school learning and support review. In 2020 the Learning and Support Team implemented many of the recommendations from the learning and support self-assessment. The Learning and Support Team has strong processes and practices to identify, assess and develop reasonable adjustments to personalise the learning for students to assist them in reaching their full potential. Feedback from staff suggests that they would like a more thorough handover of students from year to year. Moving forward students' Personalised Learning and Support Plans will be developed and stored in Sentral to ensure that class teachers have timely access to vital information regarding individual student needs and in some cases diagnosis. Regular communication between school and families is part of the ongoing process.

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.