Introduction
The Annual Report for 2015 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
Cox’s Road
North Ryde, 2113
www.northrydeps.nsw.edu.au
9878 1673

Message from the Principal
I am extremely proud to be the principal of North Ryde Public School and of all we have achieved during 2015. In the first year of a new three year plan, we have made wonderful progress on all strategic directions.

I would like to sincerely thank the fabulous, professional and caring North Ryde staff for all their work and support to ensure the best of education for our students. Our learning environment continues to be enhanced by the generous assistance of our community. Thank you, Daniela Zepeda, for your passionate leadership of the P&C this year. And thank you to our incredible students who continue to inspire us all.

Erika Southam
Principal

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 130 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 310 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 and after school care; on-site childcare centre; on-site school museum; beautiful, spacious grounds with inviting play spaces.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Excellence in learning

**Learning Culture**  In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning. The level that best describes our school is *Sustaining and Growing*.  

**Wellbeing**  In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. The level that best describes our school is *Delivering*.  

**Curriculum and Learning**  In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. The level that best describes our school is *Sustaining and Growing*.  

**Assessment and Reporting**  In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. The level that best describes our school is *Sustaining and Growing*.  

**Student Performance Measures**  In schools that excel, students consistently perform at high levels on external and internal school performance measures. The level that best describes our school is *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 teaching methods, with a high priority given to evidence-based teaching strategies. The level that best describes our school is *Sustaining and Growing*.  

**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 inform future school directions. The level that best describes our school is *Sustaining and Growing*.  

**Collaborative Practice**  In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice. The level that best describes our school is *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. The level that best describes our school is *Sustaining and Growing*.  

**Professional Standards**  In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. The level that best describes our school is *Sustaining and Growing*.  

Excellence in leading

**Leadership**  In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement. The level that best describes our school is *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 main activity. The level that best describes our school is *Sustaining and Growing*.  

**School Resources**  In schools that excel, resources are strategically used to achieve improved student outcomes. The level that best describes our school is *Sustaining and Growing*.  

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
### Strategic Direction 1

Informed, visionary, community culture

### Purpose

To increase the capacity of all stakeholders across the community to lead, manage, plan and develop effective programs that enhance student learning and well-being, and to develop greater leadership capacity for guiding and managing whole school improvement.

### Overall summary of progress

- Throughout the year, teachers were engaged in professional learning so that they could apply the Australian Professional Standards for Teachers into their teaching practice. Teachers engaged in the Performance and Development process in order to successfully complete their individual Professional Development Plans.
- Over the year, the teacher librarian and administration staff were engaged in training in the use of ‘Oliver’ and facilitated its introduction to the school. All teachers and students participated in the use of the new system.
- All stakeholders had the opportunity to attend training in the use of appropriate technology to fulfil their school roles.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Performance and development plans and other documents align with Australian Professional Standards for Teachers** | * Principal and Federation representative attended Performance and Development Framework (PDF) information session  
* Compass point reflection of the professional learning needs of teachers  
* Teachers understand their accreditation requirements  
* Teachers presented with PDF and opportunity to raise questions  
* Conversation about Australian Professional Standards for Teachers (APST) document started  
* Professional learning addressing questions raised regarding PDF and Performance and Development Plans (PDP)  
* PDP goals developed and recorded in plan  
* APST document reviewed and discussed  
* PDP reviewed with supervisor and principal  
* APST integrated into TPL and supervisor feedback | **Teacher practice is starting to align to the APST and the PDP is used to review teacher practice** | **$2000 - Attendance/release to attend relevant APST/PDP training**  
**$1500 - Release for Exec members to prepare PL**  
**$2000 - Release for Exec to meet with team re:PDPs** |
| **‘Oliver’ library system effectively manages the teaching and learning resources of the school** | * Teacher librarian was made aware of timeline for OASIS data migration and related tasks  
* Teacher librarian and SAS took ‘Oliver’ guided tour  
* 13/5 - online training, 19/5 - data migration, 20/5 - Oliver went live  
* Training of staff and students in the use of Oliver began  
‘Oliver’ has been implemented successfully and is being used by students and some staff | **$1600 - Release for TL and admin member to attend training and implement ‘Oliver’** |
| **All stakeholders trained in the use of appropriate technology to fulfil their school roles** | * Access to reliable technology reviewed at fortnightly Tech Team meetings  
* Teams shared ICT skills and integrated appropriate apps into T/L programs  
* Access to reliable technology reviewed  
* Admin staff attended PL on admin applications  
The school has access to appropriate technology and staff can use suitable technology for their roles. Reliability of technology is still an issue. | **$9100 - Computer Co-ordinator Allocation**  
**$5200 - ICT resources and equipment**  
**$6000 - extra ICT support**  
**$1050 - Attendance at specific ICT training** |
| **The use of LMBR is integrated into school management and administration** | * N/A Start delayed | N/A |
Strategic Direction 1

Next steps

1. Teachers are further supported to prepare and complete a Performance and Development Plan. The school will engage an external expert to train executive facilitators to coach teachers in the process.
2. Teachers will participate in an action research project that focuses on their personal goals and creating a culture of thinking.
3. Teacher librarian continues to support students and teachers in the effective use of ‘Oliver’.
4. Staff and students have access to appropriate, reliable technology and can use it effectively in their teaching, administration duties and learning.
5. School admin staff and leaders are trained in the use of LMBR
Strategic Direction 2

Successful, lifelong learners

**Purpose**

To ensure all students are appropriately engaged and challenged through quality teaching designed to meet student learning needs.

**Overall summary of progress**

- Teachers are integrating visible thinking and thinking routines into teaching and learning programs. Student work samples demonstrate evidence of critical thinking and creativity.
- Many common assessment tasks and rubrics used by teachers demonstrate key aspects of visible thinking.
- The Science National Curriculum is becoming embedded in teaching and learning programs and assessment practices across the school.

## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Staff attend a series of workshops about creating a culture of thinking and then implement the strategies | * All teachers participated in a series of ‘Culture of Thinking’ workshops by Simon Brooks  
* Teachers trialled thinking routines  
* Teachers reflected and fed back on the use of thinking routines in their teaching  
* Thinking routines began to be integrated into T/L programs  
**Teachers are evaluating the role of thinking routines in helping to develop a Culture of Thinking at NRPS** | * $3000 - Guest presenter, attendance of extra staff, refreshments and resources for Saturday ‘Thinking Cultures’ Staff Dev’t Day  
* $1800 - Guest facilitator for 3 x 1.5 hour staff and exec training sessions  
* $1000 - Release for Exec members to prepare PL  
* $4000 – ‘Creativity’ Dev’t Day at MCA, attendance of extra staff, refreshments and resources |
| Regular in-school professional learning where teachers learn how to implement the new Science curriculum | * PL team participate in new Science syllabus training  
* PL team prepare Term 2 SDD focused on Science syllabus  
* Stage teams meet to prepare a Science unit to implement later in the year  
* Thinking routines linked to science programs  
* Teacher implement a Science unit using the new syllabus  
* Teachers reflect on their implementation of the Science unit  
**Teachers are using the new Science syllabus** | * $1900 - Attendance at Science syllabus courses  
* $1800 - Release for Science team  
* $3000 - Attendance of extra staff, refreshments and resources for SDD  
* $500 - Attendance at History syllabus leaders course (prep for 2016) |
| Students learn how to reflect on their learning and progress | * Students used some thinking routines  
* Students used thinking routines as part of their learning  
**Students are starting to demonstrate some reflective practices about their learning** | |

## Next steps

1. Teachers engage in regular in-school professional learning where they learn how to implement the new History curriculum.
2. Students continue to learn how to reflect on their learning and progress.
3. Targeted students who are below grade level in reading participate in an intervention program (K-Y3).
Strategic Direction 3

Resilient, responsible citizens

Purpose

To ensure the well-being of all students by creating an environment that values tolerance, collaboration, initiative, risk-taking and exploration.

Overall summary of progress

- Surveys and anecdotal evidence suggests that there is an increased number of students showing positive, resilient behaviours
- Decreased number of students demonstrating anxiety and lack of confidence

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Regular in-school professional learning where teachers learn how to identify anxiety and how to enhance resilience | * Students Y4-6 completed the Tell Them From Me (TTFM) survey  
* Teachers and parents completed TTFM survey  
* Analysed TTFM survey results  
**Minimal progress on this goal at this stage.** | * $1300 - Guest presenter, attendance of extra staff, refreshments and resources for Staff Dev’Day  
* $1800 - Guest facilitator for 2x 2 hour staff and exec training sessions |
| Personal Development, focusing on student well-being and resilience, is explicitly taught to all students in class and during RFF | * Implemented RFF resilience program  
* RFF resilience program shared with all teachers  
* Fed back of impact of program to staff  
* All class programs included PD on resilience  
* Reviewed RFF resilience program  
* Implemented Sport in Schools resilience program  
**Surveys and anecdotal evidence show an improvement in student well-being.** | $400 - Teaching resources for RFF program  
$200 - Assist student participation in Sport in Schools resilience program |
| Courses, workshops and articles that promote developing student resilience are included in the newsletter | * Newsletter items on how to promote resilience  
**Newsletters regularly contained items on how to promote resilience.** | |

Next steps

1. Personal Development, focusing on student well-being and resilience, is explicitly taught to all students in class
2. Teachers regularly discuss the identification of anxiety in students and have knowledge of strategies to enhance student resilience
3. Courses, workshops and articles that promote developing student resilience are included in the newsletter
4. Information from the TTFM surveys is shared with staff and parents
### Key initiatives and other school focus areas

This section includes:

- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Aboriginal background funding                                | * Funding combined with other funding to provide SLSO class support – one hour per week  
* Extra hour RFF provided to teachers to write Performance and Development Plans  
**Improved the quality of teaching and learning for Aboriginal students** | $921              |
| Students with Aboriginal background accessed extra learning support |                                                                                                                                                                                                                         |                   |
| English language proficiency funding                         | * EALD students and class teachers provided with extra teacher support for one day per fortnight  
**Increased EAL/D students’ English language proficiency** | $11,793           |
| EALD students and class teachers were provided with teacher support |                                                                                                                                                                                                                         |                   |
| Targeted students support for refugees and new arrivals       | N/A                                                                                                                                                                                                                     |                   |
| Socio-economic funding                                       | * Funding combined with other funding to provide SLSO class support – one hour per week  
**Improved all students’ learning outcomes** | $4,704             |
| Disadvantaged students accessed extra learning support        |                                                                                                                                                                                                                         |                   |
| Low level adjustment for disability funding                  | * Funding combined with other funding to provide SLSO class support – one hour per week  
**Increased the level of students’ participation and engagement in learning**  
**Improved students’ learning outcomes** | $13,286            |
| Students with disabilities accessed extra learning support    |                                                                                                                                                                                                                         |                   |
| Support for beginning teachers                                | N/A                                                                                                                                                                                                                     |                   |
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>112</td>
<td>125</td>
<td>131</td>
<td>140</td>
<td>145</td>
<td>141</td>
<td>149</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>123</td>
<td>116</td>
<td>117</td>
<td>137</td>
<td>141</td>
<td>154</td>
</tr>
</tbody>
</table>

Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4N</td>
<td>3</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>19</td>
<td>27</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>95.9</td>
<td>95.2</td>
<td>95.1</td>
<td>96.5</td>
<td>96.3</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>95.9</td>
<td>95.2</td>
<td>95.1</td>
<td>96.5</td>
<td>96.3</td>
<td>96.1</td>
<td></td>
</tr>
</tbody>
</table>

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative and Support Staff</td>
<td>2.4</td>
</tr>
<tr>
<td>Other positions</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>20.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. North Ryde Public School does not have any staff of Aboriginal descent.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>66%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>34%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

North Ryde Public School has a strong culture of professional learning (PL) amongst the staff which is evident in their effective teaching and work practices. The school hosted weekly PL sessions led by either guest presenters, executive staff or teacher specialists. Teachers also engaged in professional dialogue at weekly team, grade or stage meetings and at the Staff Development Days.

During 2015 the staff actively engaged in a wide variety of courses, workshops and information sessions, including:

Career development
- All principal conferences, forums, network meetings and briefings attended by principal
- Other teachers attended network professional learning opportunities, including the Learning and Support Teacher Professional Learning Meeting, ESL/EALD Primary Network Meeting and the Early Career Teachers Network and AP/DP Network Meeting
- To support teachers seeking and maintaining accreditation, executive teachers attended Accreditation and Our School - Everyone's Business, How to write quality Proficient Teacher Reports, Introduction to the Higher Levels of Accreditation and Principals as Teacher Accreditation Authority (TAA)-Proficient Level
- Some regular casual teachers attended Requirements for Accreditation for Casual and Temporary Teachers
- Support staff attended conferences for Administrative Managers, Administrative Officers, Learning Support Officers and General Assistants

Curriculum
- All teachers completed the DEC module, Your school and the new syllabus for science and technology K-6
- The executive and identified facilitators attended Implementing the K-6 History Syllabus
- K-2 teachers continued to be supported by courses such as Using PLAN data in the K-2 classroom
- Our music and choir teacher attended several Music Performance and Ensemble Skills Workshops
- Other courses of interest to some teachers were Aboriginal Pedagogy, Literacy through Science K-6 and Foundation Netball for NSW Teachers

Technology
- Key members of the technology team regularly presented training sessions, particularly in the use of iPads, to enhance student learning
- Courses of interest to some teachers and shared with staff were Coding Across the Curriculum with Scratch, Computational Thinking (Stage 2-3): what is it and why is it important for your students, Plugging into Nature - Learning Outside the Classroom with iPads and Teaching and Learning with iTunes U

Student Welfare
- Courses completed by all staff to ensure the safety and well-being of students included, CPR Training by Surf Life Saving, Anaphylaxis e-learning, e-Emergency Care and Disability Standards for Education: NSW DEC
- One teacher became our Anti-Racism Contact Officer, by completing the 20 hour blended online training course
- Other courses of interest to some teachers and specialist teachers included, Online Training Australia: Understanding Dyslexia and Significant Difficulties in Reading, Proactive Learning and Support Teachers, Supporting EALD learners in literacy and ICT and Provide First Aid Refresher

Administration
- Money was allocated to ensure that our admin team are effective, efficient and up-to-date. Members of the admin team attended DEC ERN Registration Module, DEC ERN Student Enquiry Module, Excel Introduction and CV Writing & Interview Skills.

Our school values quality staff. It continues to significantly invest in developing their expertise and professionalism, over and above the state allocation.
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>331,876.15</td>
</tr>
<tr>
<td>Global funds</td>
<td>216,677.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>147,338.11</td>
</tr>
<tr>
<td>School and community sources</td>
<td>267,666.54</td>
</tr>
<tr>
<td>Interest</td>
<td>8,571.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>138,407.11</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>778,660.30</td>
</tr>
</tbody>
</table>

| Expenditure               |            |
| Teaching and learning     |            |
| Key learning areas        | 42,684.21  |
| Excursions                | 26,699.57  |
| Extracurricular dissections | 100,824.97 |
| Library                   | 1,548.32   |
| Training and development  | 24,373.51  |
| Tied funds                | 178,427.49 |
| Casual relief teachers    | 62,359.09  |
| Administration and office | 69,457.89  |
| School-operated canteen   | 0.00       |
| Utilities                 | 49,226.33  |
| Maintenance               | 42,210.11  |
| Trust accounts            | 135,122.69 |
| Capital programs          | 55,148.28  |
| **Total expenditure**     | 788,082.46 |
| **Balance carried forward** | 322,453.99 |

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. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

The school participated for the first time in the ‘Tell Them From Me’ survey, an online survey system that helps schools capture the views of students, teachers and parents, and their engagement with the school.

87 students from Years 4-6 responded. Among the findings were:

- 80% of students identified as having a positive sense of belonging at the school
- 74% of students 4-6 were interested and motivated in their learning
- 92% of students identified themselves as trying hard to succeed.

15 teaching staff responded. Within the findings, teachers identified:

- a strong sense of collaborative practice amongst their colleagues
- a deep understanding of methods to monitor the individual progress of students
- high learning expectations and behaviour expectations as part of their teaching practice.

23 parents/caregivers responded. Within the findings, parents/caregivers identified that:

- they feel welcome when visiting the school
- they can easily speak to their child’s teacher about matters of concern
- teachers show a high level of interest in their child’s learning.

The school plans to participate in the ‘Tell Them From Me’ online survey again in 2016 so that responses can be compared and tracked.
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.

- Kindergarten students had the opportunity to listen to and respond to Dreamtime stories through the HSIE unit ‘Our Stories’. Students participated in a range of thinking routines, which allowed them to share their own thoughts and feelings about the stories read.

- Year 1 incorporated current Aboriginal stories that are written and illustrated by Aboriginal children into their literacy group activities. During their music and science units, students had the opportunity to play and listen to various Aboriginal instruments.

- Year 2 studied the HSIE unit ‘Celebrations’. This unit included learning about NAIDOC week and researching influential Indigenous Australians and their impact on Australian history.

- Stage 2 studied a unit on National Parks, which included looking at how traditional Aboriginals lived in these areas and helped cultivate the flora and fauna. This unit involved an excursion to participate in the Field of Mars’ ‘Kids vs Wild’ program, where students had the opportunity to learn about bush tucker and how Aboriginals lived off the land.

- Stage 3 studied the history of Australia, which covered a range of concepts including the Aboriginals’ effect on the land and colonisation during this time. Students had the opportunity to share their information learnt through story telling using multimodal texts.

- Two teachers attended a professional learning workshop which focused on the ‘8 Aboriginal Ways of Learning’ and how as teachers we can include Aboriginal perspectives into our teaching by using Aboriginal learning techniques, which was then shared with all teachers. Teachers were provided with access to resources and information on how to embed Aboriginal perspectives into their everyday teaching.

- Annually, we commemorate NAIDOC Week. During this week students learnt about the importance of boomerangs in Aboriginal culture and how to use traditional Aboriginal art techniques to decorate them.

Multicultural Education and Anti-racism

With over sixty different cultural backgrounds, North Ryde Public School has a diverse student population. In 2015 the school had two English as an Additional Language or Dialect (EALD) teachers who shared the role. They 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:

- one of our staff members trained to become an Anti-Racism Contact Officer. 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.
- throughout the year classroom teachers discuss with their students important national days to foster world knowledge and tolerance
- Year 2 studied the unit ‘Celebrations Around the World’
- Stage 2 and Stage 3 participated in the Multicultural Perspectives Public Speaking Competition. Two students then proudly represented our school
- Stage 3 studied the unit ‘Australian Migration Story’ which included a very moving firsthand account by a parent refugee.
Other school programs

Student Welfare

The wellbeing of students is always of the highest importance to the staff of North Ryde Public School. In 2015, a variety of welfare programs and initiatives have taken place to encourage effective teaching and learning, acknowledge and celebrate the diversity within our school and create a caring school environment. These included:

- The Learning and Support Team operating successfully, meeting each week to ensure that the school identified and catered for the needs of all students effectively
- the development of individual education plans (IEPs) for Aboriginal students
- successfully accessing regional support for targeted students
- undertaking the national data collection for students with disabilities
- successfully employing a behavioural consultant to assist staff to employ appropriate strategies when dealing with students exhibiting challenging behaviours
- the continued collaboration between school and a speech pathologist working onsite one day a week, to whom students are referred
- conducting fortnightly whole school K-6 assemblies and an end of year awards assembly, at which student efforts and achievements were recognised and messages relating to key values were presented
- Years 3-6 attending a performance from ‘Brainstorm Productions’ which addressed key elements about bullying and resilience and how to respond to it through role play
- the whole school undertaking resilience and team building activities throughout the year
- Kindergarten, Year 1 and 2 attending a performance given by ‘Bravehearts’. This complemented the child protection unit

Debating

In Term 1, Stage 3 students with an interest in developing their debating skills were given the opportunity to participate in a debating workshop run by an experienced adjudicator. The purpose of this workshop was to refine students’ skills in public speaking and to introduce students to more sophisticated debating techniques.

From this workshop, the following students were selected to be members of the school debating team, Nathan Sayegh, Jimmy Chin, Theerun Alagesan, Emma Bannell, Kayla Parkes and Michelle Agnelli.

The team participated in the Ryde District Debating Competition. This year, many of the topics reflected the ever-increasing use of technology in the classroom and students from North Ryde Public School found it beneficial to be able to draw on their own experiences when preparing for debates.

In addition to formal debating competition, we also entered into the Ryde District Friendly Debating Program. This program is available to any interested Year 5 students who would like the experience of participating in a series of structured debates. 17 Year 5 students participated in this program. These students are to be commended on their enthusiastic and dedicated approach to preparing for each debate.

Extension Mathematics Group

A group of capable and interested senior students was established early in Semester 2. The aim was to develop their ability and confidence when using problems solving strategies to solve complex word problems. The students worked collaboratively with each other, led by a teacher and parent, to apply understandings and strategies to complete Math Olympiad questions. We would like to thank Mr Irrgang for volunteering his time to mentor students in the group.

School Achievements in Dance and Drama

Being part of Performance Dance Group is an opportunity for primary students to develop their dance techniques, learn choreographed dance pieces and perform at a range of concerts and festivals. 2015 saw 24 students ranging from Years 3-6, both girls and boys, form one dance group. As well as performing at both school assemblies and for the North Ryde Public School Presentation Day, the Performance Dance Group entertained at two festivals:
• the Sydney North Dance Festival at Glen Street Theatre with their Latin inspired dance to the instrumental version of ‘Cheerleader’. Their gorgeous costumes were generously made and donated by Beryl Hulme.

• the Festival of Children’s Music at Willoughby Concourse with their fun, lively and inspiring dance, ‘Don’t Stop Believing’.

In 2015 our school became involved in Wakakirri for the first time in many years. Participation was on a voluntary basis with no audition. 37 students from Years 3-6 committed to the performance with impressive results.

In Wakakirri stories are told through drama and dance to reflect student ideas, thoughts and aspirations. Our story led the audience through a journey on ‘Imagination Island’, giving a child a whole new outlook of the world.

School Achievements in Choir

Choir at North Ryde has gone from strength to strength. We have three choirs participating in a number of prestigious events.

• The Senior Choir, consisting of students in Years 5 and 6, performed at the Arts Alive Choral Concert, at the Sydney Opera House.

• The Junior Choir, consisting of students for Years 3 and 4, had the privilege of performing as part of the mass choir in the Festival of Children’s Music Concert at the Willoughby Concourse.

• The Vocal Ensemble (an elite group of singers chosen by audition) performed at Presentation Day and as part of the Epping Club’s ‘Choir of Angels’ Christmas program.

School Achievements in Band

The North Ryde Band Program is a valued opportunity provided to student through the joint cooperation of parents, students, the school and Key Music Australia. In 2015 the program continued to grow, including one more band. The Training, Concert and Performance Bands are all conducted by Imelda Crimmins. Band members participated in private, group and shared instrument lessons at school, as well as weekly band sessions.

Thank you to our School Band Committee, led by Alanna Hector, for all of their hard work, volunteered hours and assistance in continuing our strong band program. We would also like to thank the P&C and families for their support. Most especially we would like to thank Imelda Crimmins, who oversees all aspects of the program and who helps ensure that the band experience is rewarding for our students.

Our bands enjoyed many performance opportunities this year. These included:

• Ryde East Band Festival. Our Concert and Performance Bands played to an audience and adjudicators. It was a very worthwhile experience with valuable feedback.

• Father’s Day Breakfast. All bands performed to a very appreciative audience

• School assemblies. The bands have performed regularly at school assemblies, including our end of year Presentation Day, to the delight of our students, parents and community members

• Key Music Australia Charity Concerts in Dural. These concerts involved performances from many schools and bands. Our three bands enjoyed the experience of playing in a special venue to a new audience.
School Achievements in Sport

In 2015, the proud tradition of sportsmanship and active participation in our school and the community continued. Students participated in a wide variety of specialised programs as part of the Personal Development, Health and Physical Education Curriculum.

- Athletic carnival for K-6
- Swimming and Cross country carnivals for Years 2-6
- Dance2bfit program for K-6
- K-6 Sports in School Australia social skills through sport program
- Regular organised gross motor program for K-2
- DoE intensive two week swimming program for Year 2 in Term 4
- Year 1 swimming program where all students attended weekly lessons at Macquarie University Sports and Aquatic Centre throughout Term 3.

We were able to field 13 teams in the summer and winter interschool sport competitions (PSSA) held every Friday, thanks to the willingness of our enthusiastic and capable teachers as coaches, our excellent parental support and the terrific students. This is an outstanding effort for a small school.

The pride in representing our school was evident at each sporting venue and reflects the long tradition of sportsmanship of North Ryde Public School.

Sporting highlights of 2015 include:

- Junior Boys PSSA Soccer Champions
- Girls Tiger Tag Champions
- Junior Girls T-ball grand finalists
- Junior Boys T-Ball were semi finalists
- Natasha Fairhall (long jump, shotput, discus and high jump), Zoe Chaney (100m, 200m) and April Howison (100m) represented our school at the Ryde Zone Athletics and the Sydney North Area Carnival
- Zoe Chaney named Senior Girls Age Champion and Natasha Fairhall was Runner-up Junior Girl Champion at Ryde Zone Athletics Carnival
- Nick Everitt was selected in the Ryde/Beecroft Zone cricket team.
- Zoe Chaney selected in the Ryde/Beecroft and the Sydney North touch football team

At the end of 2015, Miss Sue Chiddy was recognised for her outstanding contribution to school sport in New South Wales public schools. She received the Premier’s ‘Award for Excellence to School Sport’. We congratulate her on this wonderful achievement.