This year there were many occasions to celebrate individual and team success, in sport, dance, choir, band, debating and public speaking. Highlights included our first netball trophy, fielding several representatives at regional and state carnivals, girls and boys performing on stages in the Willoughby Concourse, Sydney Town hall, Opera House and Entertainment Centre and hosting a successful combined schools band concert.

Our students benefit from the active participation of parents and community members. Their ongoing support is highly valued and has a positive impact in all areas of school life. The strong collaborative links between the school and parents ensure that shared goals are achieved in a climate of goodwill.

I am truly proud to be the principal of such an outstanding school, where everyone works together to build our children into wonderful citizens of the future.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Erika Southam – Principal
P&C message

In 2013 the North Ryde Public School Parents and Citizens Association (P&C) continued to actively promote the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation with one another. Throughout the year, our school proudly nurtured a wonderful community spirit.

Our many dedicated and committed volunteers have worked closely with teachers and staff. We thank all our volunteers for making it possible for the P&C to have another successful year.

We started this year with our regular ‘Tea and Tissues’ morning tea for our new Kindy 2013 parents. This was closely followed by our ‘Welcome BBQ Breakfast’ which is an event that we hold every year for all parents and school community members. We then held our evening ‘Disco’ in March, which was a wonderful way to celebrate the completion of our first term.

Term 2 was a busy one, starting with our ever-popular and successful ‘Mother’s Day Stall’. Hot on its heels (literally!) was the ‘Walk-a-thon’ and then our regular spot at the Zone Cross Country. We once more had the opportunity to provide canteen services to the 16 schools competing on the day, which was a busy but rewarding undertaking.

The second half of the year was an energetic time for our dedicated team of Fundraisers: We held our first ever ‘Election Day Fair’ in Term 3 and Term 4 saw our ‘Family Portrait Day’ and our first ever ‘Bunnings BBQ’. The fun and games continued with our inaugural ‘Games Night’ in October, which proved to be a resounding success and was entertaining for all involved.

In addition to the above, we also supported other important events during the year such as the ‘Father’s Day BBQ’, the ‘Kindergarten Information Night’ and orientation days, the Police Band visit, the ‘Combined Band Evening’ with Truscott Street Public School, the ‘Musical Soirée’ and the ‘Year 6 Farewell’.

Due to the kindness and generosity of our school community, and the dedicated efforts of our helpful parents and teachers, the P&C made several contributions to improve the welfare of students, parents and teachers.

These included:

- the new asphalt pathways joining the Kindergarten classrooms to the aftercare building
- new school athletics singlets
- air-conditioning for our school canteen
- support for the school band program
- subsidising the new band t-shirts
- new notice boards for the P&C and the school
- chess timers
- new band banners
- new portable trestle tables
- introduction of the P&C website

I would like to sincerely thank the many committee members and tireless volunteers who have made the running of the P&C possible during 2013. It has been a privilege to work with you all, and to be a part of such a wonderful school community.

Kate Derbidge – President
### Student information
- 282 students enrolled in 2013
- 68 students entered kindergarten
- 12 classes were formed, including 5 stage group classes.
- over 30 different languages are spoken in our school community

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

### Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>112</td>
<td>114</td>
<td>112</td>
<td>112</td>
<td>123</td>
<td>116</td>
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<td>Female</td>
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<td>114</td>
<td>112</td>
<td>125</td>
<td>131</td>
<td>140</td>
<td>145</td>
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### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>94.5</td>
<td>96.6</td>
<td>95.1</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.6</td>
<td>96.5</td>
<td>92.4</td>
<td>93.8</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.3</td>
<td>94.6</td>
<td>96.1</td>
<td>94.1</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.7</td>
<td>97.5</td>
<td>95.9</td>
<td>95.7</td>
<td>97.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.1</td>
<td>96.8</td>
<td>96.6</td>
<td>95.2</td>
<td>95.7</td>
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<tr>
<td>5</td>
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<td>96.2</td>
<td>94.5</td>
<td>96.1</td>
<td>95.4</td>
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<tr>
<td>6</td>
<td>96.6</td>
<td>95.7</td>
<td>94.1</td>
<td>96.4</td>
<td>97.6</td>
<td></td>
</tr>
</tbody>
</table>

### Management of non-attendance

Student attendance rates continue to be high. Should a pattern of non-attendance occur, a meeting with the student’s parent is organised to discuss the student’s poor attendance and to try to solve any related problems. If there are still concerns the Home School Liaison Officer contacts the parents. At our school this is usually enough to resolve any attendance issues.

### Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the Class Size Audit at the beginning of 2013.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
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<tr>
<td>KM</td>
<td>K</td>
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<tr>
<td>1L</td>
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<td>1N</td>
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</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>21</td>
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</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3-4C</td>
<td>3</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3-4N</td>
<td>3</td>
<td>19</td>
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<tr>
<td>4</td>
<td>4</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>5-6F</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5-6M</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5-6N</td>
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<td>23</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>11</td>
<td>23</td>
</tr>
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</table>
**Staff information**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.3</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Music RFF</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>Home School Liaison Officers</td>
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</tr>
<tr>
<td>School Administrative Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1.1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>23.9</td>
</tr>
</tbody>
</table>

We continue to have a good balance of young and experienced staff, with a very high retention rate. The school has no indigenous staff members.

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>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>297 762.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>193 636.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>77 991.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>217 309.64</td>
</tr>
<tr>
<td>Interest</td>
<td>8 907.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>91 829.47</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>589 674.30</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>33 939.89</td>
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<tr>
<td>Excursions</td>
<td>29 828.33</td>
</tr>
<tr>
<td>Extracurricula dissections</td>
<td>84 612.74</td>
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<tr>
<td>Library</td>
<td>72.73*</td>
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<tr>
<td>Professional learning</td>
<td>3 034.09</td>
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<tr>
<td>Tied funds</td>
<td>122 117.37</td>
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<tr>
<td>Casual relief teachers</td>
<td>42 958.43</td>
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<tr>
<td>Administration &amp; office</td>
<td>67 620.18</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>56 149.27</td>
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<tr>
<td>Maintenance</td>
<td>41 785.78</td>
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<tr>
<td>Trust payments</td>
<td>88 338.34</td>
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<tr>
<td>Capital programs</td>
<td>31 249.90</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>601 707.05</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward       | $285 730.14 |

*The school has a separate library account.*
National test results

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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest)
Year 5: from Band 3 (lowest) to Band 8 (highest)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

NAPLAN Year 3

We were very pleased with our Year 3 results, particularly in the area numeracy.

- 89% achieved in the top 2 bands in numeracy compared to 39% across the state
- 65% of our students achieved in the top 2 bands in reading compared to 47% state
- 70% of our students achieved in the top 2 bands in writing compared to 54% state
- 73% of our students achieved in the top 2 bands in spelling compared to 50% across the state and no students in the bottom 2 bands
- 68% of our students achieved in the top 2 bands in grammar and punctuation compared to 54% across the state

Numeracy Year 3

![Bar chart showing percentage in bands for Year 3 Numeracy]
NAPLAN Year 5
We were pleased with the efforts of our Year 5 students this year.

- 100% of students showed positive growth in spelling since Year 3
- 100% of students showed positive growth in numeracy since Year 3, 64% of students with greater or equal to expected growth
- 97% of student showed growth in reading since Year 3, 75% of students with greater or equal to expected growth
- Pleasing growth in writing by our lower achieving students
- 49% achieved in the top 2 bands in reading compared to across the 37% state
- 53% of our students achieved in the top 2 bands in grammar and punctuation compared to 42% across the state
- 32% achieved in the top 2 bands in numeracy compared to across the 28% state

Numeracy Year 5

Literacy Year 5
School achievements 2013

Dance
Being part of the Junior and Senior Dance Groups is an opportunity for primary students to develop their dance techniques through more complex dance sequences. 2013 saw an increased interest from the boys joining the dance groups with 16 boys being selected. Students have been given a variety of opportunities to perform at a range of concerts including:
- the Junior Performance Dance group performed at the school’s Musical Soirée and the Senior Citizen’s Christmas Concert, with their energetic and entertaining dance, ‘Bom, Bom, Bom’
- the Senior Performance Dance group performed in the Ryde Schools’ Spectacular at the Opera House with their exciting and engaging dance routine, ‘Act One, On Broadway’
- Basma Dakroub, Lachlan Wilson, Tiarna Henley and Charlotte Bannell were selected to perform in a Regional Ballet Troupe for the Ryde Schools’ Spectacular to perform an outstanding and technical ballet dance

Choir
This year North Ryde has been involved in many different musical events. The school has had six different choirs that performed in five different prestigious concert programs. Two senior choirs performed in the Arts North and Primary Choral series at the Opera House. Two junior choirs performed in the Festival of Children’s Music and Primary Proms series at the Willoughby Concourse and Sydney Town Hall respectively. The vocal ensemble, comprising of children from Years 3-6, performed at the Festival of Children’s Music. Sixteen Stage 3 students performed in the Schools Spectacular at the Sydney Entertainment Centre.

Music
Every student at North Ryde participated in a one hour music lesson each week. Students learned about different styles of music and how they are created. They learned to create and edit music to suit a need. Students had the opportunity to play a number of both tuned and untuned instruments. All students participated in choral lessons every week and learned about correct singing technique.
Band

During this year, the North Ryde Public School Band program has continued to thrive and grow. With an increase in student interest in joining the band, music has become further embedded into North Ryde Public School’s everyday life. Both the Training and Concert Bands have been conducted by Imelda Crimmins, from Key Music Australia.

Our band members have participated in private, group and shared instrument lessons at school. Through these lessons, band rehearsals and hard work, students have gained a wealth of knowledge showing great improvement across the musical spectrum including performances and music theory.

We would like to thank and congratulate our School Band Committee, led by Mrs Joan McKitrick, for all of their hard work, volunteered hours and assistance in developing a strong band program. The committee purchased new music and six new instruments, assisted with music tryouts and researched new directions for our band program.

We would like to thank the P&C and local businesses for their generous donations towards the purchase of new instruments and sheet music. This is a vital link within our community which has made our band program stronger.

Our bands enjoyed many opportunities to perform this year. These include:
- Father’s Day Breakfast – both school bands performed to a very appreciative audience. This was the Training Band’s first public performance
- 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
- Band workshop afternoon - held on a Sunday afternoon and allowed students to prepare for upcoming performances
- Combined Schools Concert – bands from North Ryde and Truscott Street Public School demonstrated their talents at an inaugural concert, hosted at North Ryde. It was very successful and we look forward to another concert next year
- Preschool Performance - the Concert Band performed for two local preschools. This interactive performance gave pre-schoolers a chance to conduct, play, dance and sing along with our band
- Musical Soirée - a showcase performance. The bands performed with outstanding skill and sounded amazing
- Christmas Concert - both bands participated in this annual event which entertained our local senior citizens

In Term 4, we conducted music tryouts. 38 new enthusiastic students have enrolled in the band program for next year. These students will begin their introductory band lessons in Term 1 2014.

It has been wonderful to see the school band program continue to expand. The band and Band Committee are looking forward to greater opportunities in 2014.
Public Speaking
2013 was a successful year for North Ryde Public School public speakers. All students in Years 3-6 were encouraged to enter the Multicultural Perspectives Public Speaking Competition. Class finalists were selected and performed their speeches in front of the school. The best speakers in each stage were sent to compete at the Area Finals. Harmony Davies and Kate Chipman were chosen from Stage 2 and Sophia Chen and Jordan Keeling were chosen from Stage 3. All students displayed a high level of professionalism and represented North Ryde Public School with pride.

Debating
All Stage 3 students participated in a debating workshop in Term 1 run by an experienced adjudicator. This provided the students with the opportunity to develop and refine the techniques needed to be a successful debater. The students were able to apply the skills gained during this session throughout the year during various public speaking opportunities. From this workshop, students were selected for the school debating teams.

This year, we entered a Year 5 and a Year 6 team into the Premier’s Debating Challenge.
- Year 5: Rares Scortanu, Gia Mehdi, Stephanie Blencowe, Lachlan Wilson, James Cutrone, and Nathaniel Chappell
- Year 6: Jordan Keeling, Charlotte Bannell, Suhaana Shaik, Ellen Cole-Clarke, Jonathan McKirrick and Alexander Warouw

This competition was particularly challenging as the students only had an hour to prepare for each debate. The students applied their outstanding general knowledge and public speaking skills to participate in debates about education, Australian society, the media, and health and fitness. All students benefited greatly from participating in this challenge and should be congratulated on the teamwork skills and outstanding behaviour they demonstrated throughout the challenge.

Premier’s Spelling Bee Challenge
This year, Stage 2 and 3 students participated in the Premier’s Spelling Bee. This competition provided students with the opportunity to improve their spelling skills through a series of engaging and educational activities.

Students were given the opportunity to practise words from the Premier’s Spelling Bee lists in the lead up to the class finals. Two finalists from each class competed in the school finals. All students are to be congratulated for their participation in this event as it was quite a challenging competition.

The winners of the senior competition were Rares Scortanu and Harry O’Brien. The winners of the junior competition were Kate Chipman and Santosh Ramani. Rares Scortanu was absent for the regional finals therefore Elmo Fernandez, who received third place in the senior competition, represented North Ryde Public School in his place. These four, highly talented spellers represented our school at the Regional Finals held at Castle Cove Public School and are to be congratulated on their outstanding efforts.

University of NSW Competitions
The University of New South Wales offers Year 3-Year 6 students the opportunity to participate in several competitions. For a fee students can complete tests in Mathematics, Computer Skills, English, Writing, Spelling and Science. Of the students who chose to participate, we had pleasing results with 25 credits, 10 distinctions and 2 high distinctions.
Environmental Education

Environmental education and sustainability are important at North Ryde Public School. Our organic vegetable garden, extensive green play spaces and class environmental education programs reinforce eco-friendly concepts. We have embarked upon several initiatives during the year, including:

- **Clean-up Australia Day** - students from K-6 enthusiastically put on gloves to clean the school grounds
- **rubbish-free lunches** – all students are encouraged to use less packaging to reduce the amount of rubbish at school
- **recycling** - paper recycling is diligently practised in all areas of the school
- **organic vegetable garden** - our organic vegetable garden has been blooming with healthy food all year round. With the help from our gardening volunteer, Jimmy Shaw, students from Kindergarten to Year 6 have been cultivating, planting, watering and harvesting our vegetables. This wonderful resource has shown how food gets from the farm to the dinner table
- **professional development** - staff have been attending REEN meetings allowing for environmental networking and introduction of new ideas.
- **Leftover Makeover (LOMO)** - a team from Ryde Council came and worked with parents and students to show how to reduce food waste in the house. This was a great success and enjoyed by all.
- **composting in the classroom** - students were encouraged to continue using the compost bins in the classroom. Any scraps from lunch and ‘Crunch ‘n’ Sip’ were taken to the compost bin or the worm farm to help support our thriving organic garden
- **gardening in the classroom** - our organic garden has been integrated into class programs. It has become a valuable resource
Sport

In 2013, 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. These included:

- Athletic Carnival for K-6
- Swimming and Cross Country Carnivals for Years 2-6
- Dance2bfit program for K-2 and 3-6 non Summer PSSA students
- Sports in School Australia sporting program for K-6 student during Term 2
- Regular organised gross motor program K-2
- Intensive Swimming Program for Year 2
- Year 1 Swimming Program where all students attended weekly lessons at Macquarie University Sports and Aquatic Centre throughout Term 3

Travel costs of these swimming programs was subsidised by a generous donation from Cox’s Road Mall Shopping Centre. Thank you.

We were able to field thirteen 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 2013 include:

- Junior Girls PSSA Netball Champions
- Senior Boys Soccer semi finalists
- Junior Girls T-ball and Senior Boys Softball were semi finalists
- Zac Bathis, Sarah Brown, Tyson Savas and Jordan Keeling also represented our school at the Sydney North Cross Country Carnival
• North Ryde won the Champion Boys School Shield at the Zone Athletics Carnival
• Sarah Brown (long jump and relay), Jordan Keeling (shotput), Stefan Ruprech (shotput and discus), Rachel Fairhall (discus), Zac Bathis (800m), Tyson Savas (800m), Zoe Chaney (100m, 200m and relay), Max Chaney (100m, 200m), Basma Dakroub (relay) and Alisha Horton-Uch (relay) represented our school at the Ryde Zone Athletics and the Sydney North Area Carnivals
• Zoe Chaney named Junior Girls Champion, Stefan Ruprecht was Runner Up 11 Year Old Champion and Jordan Keeling was Runner Up Senior Champion, 12 Year Old Boy Runner Up Champion at Ryde Zone Athletics Carnival
• Zoe Chaney represented our school at the NSW State Athletics Carnival, finishing 4th in 100m Championship race
• Connor Goggins was selected in the Ryde/Beecroft Zone Rugby League team and represented Ryde PSSA in Rugby Union at the Sydney North selections. He also represented Ryde PSSA in touch football at the Sydney North Area Carnival
• Jordan Keeling and Tyson Savas were selected in the boys Ryde Zone PSSA Soccer teams
• Grace Qassis was selected in the girls Ryde PSSA Soccer team
• Grace Qassis was selected in the Ryde/Beecroft Zone soccer team that competed at the Sydney North Area Carnival
• Jordan Keeling was selected in the Ryde/Beecroft Zone cricket team
• Alex Warouw was selected to represent Ryde PSSA in softball for the Sydney North trials
• a junior boys, senior boys and a girls team competed in the Sironen Sevens Rugby League Competition
• a senior boys team competed in the Football NSW Futsal Schools Championship
• four senior boys and girls teams along with two junior boys and girls teams participated in a touch football gala day
Library
The library’s core aims for the school’s community are to foster both a love of reading and the skill of making meaning through language. Library programs aim to develop in our students an understanding of the importance of:

- enjoying regular, wide reading habits
- how print and digital information can be organised
- the ethical use of information, such as adhering to intellectual property, copyright and digital citizenship principles
- using language to persuade, inform or entertain an audience
- self-reflection as part of their own learning process

The collection of quality, language-rich picture books and novels continues to grow, with titles constantly integrated into literacy programs across all classes K-6. The annual book fair was hosted in the library as part of Book Week celebrations. Greatly supported by the school community, it resulted in over $700 worth of new books being purchased for students to borrow.

Programs encompassing critical thinking and guided-inquiry theory continue to focus on developing students’ ability to analyse and evaluate sources of information, and build upon these skills to create new ideas. A learning highlight was students in Stage 3 creating entertaining and persuasive book trailers for students in Early Stage 1 and Stage 1.

Premier’s Reading Challenge
The Premier’s Reading Challenge continued to be well supported this year. All students in Years K-4 began the challenge through modelled reading of Premier’s Reading Challenge books, as part of weekly visits to the school library. Participating students in Years 5-6 registered independently.

74 students finished the Premier’s Reading Challenge, with both platinum and gold certificates being awarded to those who had successfully completed it each year for 4 or more years.
Excursions and Incursions 2013

In 2013 students in all stages participated in a variety of excursions and incursions.

In Term 1 Stage 1 visited the Schoolhouse Museum as a part of their HSIE unit. Students participated in a range of activities educating them about schooling experiences of the past. Stage 3 had a visit from the CSIRO to support their Science unit about ‘Electricity’. Students constructed various electrical circuits and developed their knowledge about electricity.

During Term 2 the whole school enjoyed the ‘Didjeribone’ Aboriginal Performance in recognition of ‘National Reconciliation Week’. The performer engaged the audience with traditional and modern Aboriginal instruments. Stage 2 went on The Rocks Walking Tour to support their HSIE units ‘Discovering Australia’ and ‘Early Explorers’. Students developed their knowledge through shared experiences and dramatic play.

The PDHPE curriculum was supported in Term 3 through various excursions and incursions. Early Stage 1 and Stage 1 engaged with the ‘Bravehearts’ performance. This performance reinforced child protection themes. Stage 2 and 3 enjoyed the ‘Bully Busters’ performance about anti-bullying and cyber safety. The whole school took part in ‘Life Education’ this term. Year 1 also participated in ‘Swimming Scheme’ throughout the term. Stage 2 participated in two incursions to support the Science and Technology curriculum. The CSIRO visit about ‘The Human Body’ and the ‘Week of Tastes’ provided students with valuable learning experiences.

In Term 4 Early Stage 1 visited the ‘Field of Mars’ for an excursion that complimented their unit on ‘Living Things’. The students participated in ‘The Teddy Bears Picnic’ option and brought their teddy bears with them to share a picnic lunch. The excursion focused on the essentials of all living things; air, food and water. ‘Field of Mars’ brought their ‘Schoolyard Safari’ to visit Year 1 in Term 4. This visit supported their Science unit about insects and mini-beasts. Year 2 participated in the ‘Intensive Swimming Scheme’ to further develop their swimming skills. Stage 2 visited Bicentennial Park for ‘Australia You’re Standing In It’ to support their HSIE unit. Students explored the wetlands and visited the education centre. ‘Dance2bfit’ took place in Term 4 for all K-2 students and for Year 3-6 school sport students over an eight week period. Students learnt a range of dance skills and various choreographies. Stage 3 participated in a ‘Surf Safety Day’. Students participated in both active and educational activities on the sand and in the water, with a focus on staying safe when visiting the beach. Year 6 students participated in ‘Interrelate’ where they were taught about personal development and sex education.
Technology

The ethical use of technology continues to be a focus at North Ryde. The school is committed to ensuring that students and staff are equipped with both the tools to access the information they require and the critical thinking skills to determine which tools are reliable and best suit their needs.

The technology team met fortnightly to coordinate maintenance of equipment, solve technical issues and discuss integration of technology into teaching and learning programs. This included a priority focus on researching how pedagogical practice can support the use of iPads in 21st century classrooms, as well as planning for initial and ongoing technical matters. The team visited three Sydney schools to observe and discuss these schools’ educational and technical requirements. This approach was taken with a view to developing programs at North Ryde in 2014 that support student learning through the integration of these tools, followed by the introduction of these devices into classrooms.

Significant programs and initiatives

Respect and Responsibility

In 2013, North Ryde Public School continued to integrate the identified values Cooperation, Respect, Excellence, Responsibility and Care. These values underpin all of North Ryde Public School’s rules, policies and procedures. Students imbed these values in everyday life at North Ryde. Various initiatives that have raised an awareness of respect and responsibility include:

- whole school implementation of the Peer Support Program. Students participated in lessons from the peer support module Keeping Friends – Relationships
- successful implementation of a K-6 Buddy system where Stage 3 students supported and worked with Kindergarten students. The Kindergarten and Stage 3 Buddy Program continues to be a successful initiative, fostering a friendly atmosphere and modelling positive caring relationships
- successful implementation of a K-6 Buddy Reading System. Students in Years 3-6 were partnered with students in K-2 and listened to them read regularly once a week, throughout the year
- The Student Representative Council (SRC) were involved in organising many successful whole school charity events, including ‘Blue Day’ for Stewart House and Christmas Hamper Donations
- Stage 3 students organised a Charity Day. Not only was it a great day for all but it raised $2170 in total. They were pleased to provide half of this amount to assist the Starlight Foundation. The other half was be used for the Year 6 gift to the school
**Student Welfare**

The wellbeing of our students is always of the highest importance to the staff of North Ryde Public School. In 2013, 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.
- Early Stage 1 and Stage 1 staff have received training to enable them to identify students who may have language and speech difficulties. Staff are able to provide activities to help these students. Through the program the school now has a speech pathologist working onsite two days a week to whom students may now be 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 ‘Class Act’ which addressed key elements about bullying and how to respond to it through role play.
- Kindergarten, Year 1 and 2 attending a performance given by Brave Hearts. This complemented the child protection unit.

**Aboriginal Education**

The Aboriginal perspectives embedded in our class teaching units are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.

- K-6 students attended and participated in an enjoyable performance by Tjupurru, which provided additional insight into Aboriginal culture and customs.
- All students are able to sing the Australian National anthem in one of the Aboriginal dialects, Lujitja.
- Early Stage 1 read Dreamtime stories as part of their Australian Animals unit.
- Stage 1 learnt about Aboriginal traditions as part of their ‘Celebrations’ unit. They discussed Aboriginal perspectives using the Shaun Tan book, ‘The Rabbits’.
- Stage 2 studied ‘British Colonisation of Australia’ and ‘Australia You’re Standing In It’. Through both units they developed some perspective on Aboriginal history, culture and current Aboriginal issues. This was enhanced further by a guest speaker, Karen Smith, a local authority on Aboriginal heritage and culture.
- Stage 3 explored Aboriginal perspectives and Australian laws and rights. They discussed Mabo and his campaigning for Indigenous land rights, the stolen generation and Kevin Rudd’s apology in efforts of reconciliation.
- Annually, we commemorate NAIDOC Week.
Multicultural Education

North Ryde Public School has an English as a Second Language (ESL) teacher, who works at the school three days per week. With over sixty different cultural backgrounds, North Ryde Public School has a diverse student population. The ESL teacher works collaboratively with classroom teachers to program and support our students. This is done through team teaching and by working with small groups of students to provide additional support to those learning 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:

- throughout the year classroom teachers discuss with their students important international days to foster world knowledge and tolerance
- annually, our school participates in the celebration of Harmony Day – ‘Many Stories – One Australia’
- new resources are purchased to promote multiculturalism, including reading books that expose all students to many different cultures
- North Ryde Public School and community collected and donated books, school resources and old uniforms to send to a new school in Papua New Guinea, Green River School. This provided students with a sense of connectedness with other cultures
- Stage 1 participated in Mandarin lessons in Term 1. The students learnt basic phrases, numbers and simple songs through Connected Classrooms via video conferencing
- Year 2 studied religions from around the world as part of their ‘Celebrations’ unit. Students were given the opportunity to learn about refugees, reading and discussing the book ‘The Little Refugee’ by Anh Do.
- Stage 2-3 participated in the Multicultural Perspectives Public Speaking Competition.
- During Term 4, Stage 3 examined the culture of Papua New Guinea. Throughout this unit the students were able to compare cultural similarities and differences. They also critically analysed the humanitarian support that Australia provides Papua New Guinea and the effect this has on the country and its population

Out of Hours Care

We have been very pleased with the wonderful service provided by the Primary OSHC team. They have established a flourishing before and after school care service which is often filled to capacity. They also provide a popular Vacation Care which services families in all school holidays and on pupil free, Staff Development Days.

They have demonstrated that they are well versed in the new National Childcare Standards and provide a warm and caring environment for North Ryde students.

Primary OSHC have integrated well into the North Ryde school community. The management team regularly meet with the principal, report at P&C meetings and contribute to the school’s weekly newsletter.
Schoolhouse Museum
The school values a very unique resource on its grounds - the NSW Schoolhouse Museum of Public Education. The museum is a very popular excursion venue and its talented staff again provided wonderful learning experiences to many students. During 2013 the museum welcomed 6521 student visitors and 150 community visitors.

The education program increased its operation from three to four days per week in 2013. The program is most suited to Stage 1 students and provides a hands-on experience in which students are immersed in the past through re-enactment activities and interaction with artefacts in a meaningful way. Through this interaction students develop historical concepts and skills identified in the current HSIE syllabus and new Australian Curriculum History Syllabus.

Visiting teachers evaluate the program highly and there is a high percentage of return visitations. Schools from across greater Sydney visited in 2013, including Glenbrook, Bangor and Woongarrah. Many schools visit on an annual or biennial excursion cycle. Students also rate the excursion highly through letters and conversations.

North Ryde students from Stage 1 visited the museum as part of their unit of work, ‘Families Past and Present’, enabling the students to have a firsthand experience of the past.

Childcare centre
The Explore and Develop Childcare centre continued to be a popular service. It is accessed by many families of the North Ryde school community. We have a close, mutually beneficial, relationship with the centre and appreciate their support of our school. In 2013 their generous donation assisted both our band and sport programs.

Community use of school facilities
North Ryde Public School’s excellent facilities have become a valuable resource for the wider community. Our large school hall is used by a range of groups almost every afternoon, evening and weekend. Our classrooms are also used for choir and language lessons.

During 2013 we had the Australian Girls’ Choir, a local physie group, an Armenian Dance group, the Polish school, LCG language (Mandarin) classes, Tennis World and Glory International Church use our facilities on a regular basis.
Progress on 2013 targets

Target 1

Improved student outcomes in numeracy K-6

Our achievements included:

- Further professional learning for new K-2 staff as part of the Best Star initiative to enhance the early teaching of mathematics
- Professional development undertaken by teachers of Years K-2 on differentiated numeracy through the TEN program
- Implementation and associated professional learning of Count Me In Too for Stage 1
- Participation in relevant regional numeracy professional learning opportunities
- Participation in regional professional learning opportunities focusing on the Mathematics component of the new Australian Curriculum
- Increased effective integration of technology into numeracy lessons by teachers
- Teachers regularly implement tasks and standardised testing to assess student progress and understanding, K-4 SENA, 2-6 Newman’s Analysis and 3-6 CAMS
- Teachers had a ‘numeracy’ day so that they could update assessment data
- Teachers continually collect qualitative and quantitative data to inform their teaching and learning programs and student outcomes
- Teachers are provided with ongoing support to analyse NAPLAN data to determine appropriate school and individual targets
- Teachers are supported to differentiate and evaluate their numeracy programs to ensure they cater for the needs of all students
- Both in-school testing and NAPLAN test results confirm that the school is achieving its numeracy target
- Use of the Numeracy Continuum to plot the progress of students through the school
- Teams work together to develop engaging and challenging open-ended tasks and assessments
- Quality teaching elements are incorporated in all aspects of teaching numeracy
- Purchased and developed maths resources to complement the TEN program. Nine class sets were made for K-2 classes.
- Purchased new resources as required
- Appropriate mathematics tasks were given to students for homework
- Continuation of the Mathletics program in classrooms and for student homework tasks
- Students were offered the chance to participate in the UNSW Mathematics test

Target 2

Improved student outcomes in literacy K-6

Our achievements include:

- Teachers have improved knowledge of the Australian Curriculum. They have participated in specific implementation training for the English component, with a focus on critical literacy and the explicit teaching of comprehension strategies
- Teacher professional learning has centred on staff becoming more familiar with responding to and composing visual and multimodal
texts. Teachers are using quality literature to establish a classroom environment that is rich in vocabulary and promotes discussion of words and their meaning.

- In stage groups teachers completed an online course called, ‘Programming for quality teaching and assessing’. Teachers have incorporated the quality teaching elements into their teaching/learning programs and assessment tasks.

- Quality literature and other literacy resources continue to be purchased and are being used to implement effective teaching of literacy.

- The use of technology to support literacy sessions has enhanced student achievements in reading and comprehension. Digital interactive resources were purchased to support literacy sessions K-6.

- Teachers have improved their knowledge of the literacy continuum and are encouraged to regularly update data through the school database.

- Teachers had a ‘literacy’ day so that they could update assessment data.

- Teachers were given the opportunity to analyse NAPLAN results and reflect on explicit teaching and learning to support student outcomes.

- K-2 teachers continued to use the Best Start assessment tool and the literacy continuum to effectively program and track student achievements. Early career and new K-2 teachers attended Best Start workshops throughout the year.

- The success of school-based reading programs such as, ‘Buddy Reading’, ‘Home Reading’ and the ‘Parent Tutor Reading’ program have continued to support student needs and foster an enjoyment of reading and a sense of achievement within students.

- Senior classes were provided with opportunities to participate in public speaking competitions, attend a debating workshop and partake in debates.

- Students continued to perform well in external literacy challenges, i.e. UNSW English, Writing and Spelling tests, Premier’s Reading Challenge and the Premier’s Spelling Challenge.

**Target 3**

**Improved student understanding of, and engagement in, their learning**

Our achievements include:

- Continued implementation of Best Start assessment procedures and the associated tracking of student progress via the use of online continuum trackers.

- All students have been placed on the Literacy and Numeracy Continuums using Sentral Student Management Software. This allows for the continual monitoring of student progress across K-6 and the transfer of assessment data between academic years.

- Professional learning sessions based upon the skill of using data to successfully backward map units of work, have ensured that teaching programs successfully differentiate the curriculum to cater for the varying needs of all learners.

- The ongoing refinement of the whole school assessment calendar has ensured that teachers continue the evaluation of student progress routinely throughout the year.

- All formal assessment resources have been gathered and are now stored in the library or on the share drive.

- The transfer of data system continues to be refined to ensure that staff of the following year have relevant information about their new students.
Parent, student & teacher satisfaction

In 2013, as part of our self-evaluation, we sought the opinions of parents/caregivers, students and teachers about teaching practice at our school. We received a pleasing 100 surveys from parents, which represents about 50% of the families of the school. Using an online survey based on a DEC teaching survey, we collected responses from 191 students, Year 1 - Year 6, and 14 from teachers.

Findings and conclusions

The survey responses and anecdotal evidence show us that:

- **Students**
  - are generally very positive about what they are learning
  - believe that their teachers have a good understanding of individual needs
  - feel that the class is mostly managed to facilitate learning, but there is some indication that this could be improved
  - clarification about why they are learning and how it will be assessed needs to be part of classroom practice

- **Teachers**
  - are very positive about the quality of their teaching
  - also believe that they need to clarify the purpose of the learning and how it will be assessed

- **Parents**
  - indicated that they believe that student needs are catered for and that their child can talk to their teacher about the work
  - are somewhat less positive about the class management skills of the teacher
  - also indicated that they need further information about how their child is assessed
Professional learning
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 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 2013 the staff actively engaged in a wide variety of courses, workshops and information sessions, including:

Career development
- All principal forums, network meetings and briefings attended by principal
- Assistant Principal Conference was attended by all assistant principals and relieving principals
- Aspiring executive teachers attended a CV Writing and Interview Skills course
- An ESL teaching team attended EAL/D Learning Progression Training
- Other teachers attended network professional learning opportunities, including the Learning and Support Teacher Professional Learning Meeting and the Early Career Teachers Network
- Support staff were encouraged to participate in professional development. They attended conferences for Administrative Managers, Administrative Managers and Learning Support Officers

Curriculum
- All teachers completed the DEC modules, Your school and the K-10 English syllabus for the Australian Curriculum and Programming for quality teaching and assessing
- Several teachers attended workshops designed to support the implementation of the new English syllabus, including Facilitator training: Your school and the new K-6 English syllabus, Building Capacity in English K-6:Responding to and Composing Digital and Multimodal Texts and NSR K-10 English Syllabus Workshop
- K-2 teachers continued to be supported by network meetings and Best Start courses including, Professional Learning-Year 1 and 2
- K-2 teachers participated in the targeted regional Early Numeracy (TEN) program
- Stage 1 teachers participated in the Count Me In Too Online program
- A team attended a workshop designed to support the implementation of the new Mathematics syllabus, Facilitator training: Your school and the new K-6 Mathematics syllabus
- An aspiring sports coordinator attended School Sport – Football for Primary Schools and Sport Organiser’s Workshop
- Our music and choir teacher attended several Music Performance and Ensemble Skills Workshops

Technology
- Support for our school’s technology was improved by attendance at the NSR Computer Coordinators Day and Computer Coordinators Conference.
- Integration of technology has been enhance by teachers regularly attending peer meetings and network meeting to share knowledge, as well a regional technology courses.
- Office staff improved their skills by participating in Microsoft Excel, ERN ‘Essentials’ and ERN Health
- Exploration of tablet technology included Apple Leadership and iPads, and visits to iPads schools across Sydney

Student Welfare
- Changes to student support services encouraged school teams to attend Access Request Training and Primary School: Proactive School Leadership through Learning and Support Teams
- Two teachers attended and facilitated the Live Life Well@School program
- Other courses attended to specifically cater to student need included, Understanding Autism and Transition Year 6 – 7 Sharing Afternoon, as well as our annual training in first aid, CPR and dealing with anaphylaxis

Our school values quality staff. It continues to significantly invest in developing their expertise and professionalism, over and above the state allocation. An extra $500 per staff member (on average) was spent on the professional learning and career development.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy

Outcome for 2012–2014

Increased levels of literacy achievement for every student

2014 Targets to achieve this outcome include:

- In 2014 at least 65% of Year 5 students have achieved expected growth or higher in their NAPLAN reading, spelling and writing results.
- Expected growth is reflected in K-6 school based assessments.
- High achieving students in Year 3 NAPLAN results have continued to demonstrate high achievement in their Year 5 NAPLAN results.

Strategies to achieve these targets include:

- Participation in relevant literacy professional learning opportunities
- Link with teachers from other classrooms/schools, during inter-class visits, team teaching, combined PL sessions and via VC, to improve literacy expertise
- School-based support for staff to effectively use quality literature, implement literacy groups & reciprocal teaching, implement an effective spelling program, improve the explicit teaching of grammar and comprehension skills and use the QT framework and literacy continuum
- School-based support and participation in professional learning opportunities to program using the new National Curriculum – English
- School-based support to access and share resources, including iPad applications, that support teaching and learning of the new English syllabus
- Allow time for staff to implement, consolidate and reflect on new strategies and the new syllabus
- Teachers are supported to differentiate their literacy programs to cater for the needs of all students
- Ensure the effective implementation of reading and literacy resources
- Continue to purchase new reading and literacy resources as required
- Examination of current pedagogical practices of integrating iPad technologies into literacy programs
- Integrate technology, including iPad applications, to enhance the literacy learning of all students
- Teachers provide a range of writing opportunities for students so that they have practice in writing for different purposes and audiences, including narrating, persuading and reporting
- Teams work together to develop engaging and challenging open-ended tasks/assessments
- Teachers regularly implement tasks and standardised tests to assess student progress and understanding
- Teachers continually collect qualitative and quantitative data to inform their teaching and learning programs and student outcomes
- Teachers regularly plot students on the literacy continuum to closely monitor their learning
- School-based support provided to analyse NAPLAN data to determine appropriate school and individual targets
- Increase parent and peer involvement in learning process by continuing to support K-2 Homereading Program, Parent Reading Tutor Program and Buddy Reading Program
- Provide opportunities for students to engage in external literacy challenges by participating in UNSW English, Writing and Spelling tests, Premier’s Reading Challenge, Premier’s Spelling Challenge, Premier’s Debating Challenge and local debating competitions

School priority 2 - Numeracy

Outcome for 2012–2014

Increased levels of numeracy achievement for every student

2014 Targets to achieve this outcome include:

- In 2014 at least 70% of Year 5 students have achieved expected growth or higher in their NAPLAN numeracy results
• Expected growth is reflected in K-6 school based assessments
• Our Year 4 and Year 6 students have demonstrated an improvement of 0.4 or more in the areas of problem solving and working mathematically tasks from their previous year’s NAPLAN

Strategies to achieve these targets include:
• Participation in relevant numeracy professional learning opportunities
• Implementation and associated professional learning of Count Me In Too and Best Start
• School-based support for staff to implement TENS/Count Me In Too teaching strategies, numeracy groups, Mathletics, problem solving strategies, Newman’s Analysis and the QT framework
• School-based support and participation in professional learning opportunities to understand and program using the new National Curriculum – Mathematics
• School-based support to access and share resources, including iPad applications, that support teaching and learning of the new Mathematics syllabus
• Allow time for staff to implement, consolidate and reflect on new strategies and the new syllabus
• Teachers are supported to differentiate their numeracy programs to cater for the needs of all students
• Teams work together to develop engaging and challenging open-ended tasks/ assessments
• Integrate technology, including iPad applications, to enhance the numeracy learning of all students
• Teachers regularly implement tasks and standardised tests to assess student progress and understanding, K-4 SENA, 2-6 Newman’s Analysis and 3-6 CAMS
• Year 6 complete their Year 5 NAPLAN and Year 4 complete their Year 3 NAPLAN so that progress can be monitored
• Teachers continually collect qualitative and quantitative data to inform their teaching and learning programs and student outcomes
• School-based support to analyse NAPLAN data to determine appropriate school and individual targets

• Teachers regularly plot students on the numeracy continuum to closely monitor their learning
• Purchase new resources, including iPad apps, as required
• Appropriate mathematics material given for homework and completed by all students
• Mathletics information provided to parents
• Provide opportunities for students to engage in numeracy/problem solving challenges, participate in the UNSW Mathematics test, Mathletics and to learn to play chess

School priority 3 - Assessment for Learning

Outcome for 2012–2014

Improved student understanding of, and engagement in, their learning

2014 Targets to achieve this outcome include:
• Students can articulate the purpose of their learning and how their success will be measured
• Surveys indicate that 80% of teachers are able to identify, develop, implement, evaluate and reflect upon quality assessment tasks

Strategies to achieve these targets include:
• Implementation of a post priority survey asking about teacher knowledge of assessment to gauge improvement
• School-based support for staff to improve and develop rich, quality assessment tasks, relevant and useful marking criteria, the skill of backward mapping, consistent teacher judgement practices and reflection methods
• School-based support for effective recording and use of assessment and student tracking information and data
• Allow time for staff to implement, consolidate and reflect on new strategies
• Refinement and ongoing implementation of the whole school assessment calendar
• Teachers continually collect qualitative and quantitative data to inform their teaching and learning programs and student outcomes
• Teachers use engaging and challenging open-ended tasks/ assessments
• Students and parents understand how students are assessed
• Teachers regularly discuss the purpose of the learning and progress towards learning goals with their class and with individual students
• Students are assisted to articulate the purpose of their learning and individual goals
• Ensure that assessment resources are current and complete by regularly checking on school assessment resources, developing resources to complete existing assessment kits and purchasing new or replacement assessments as required

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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