Library
North Ryde Public School’s library programs and services continue to evolve to directly reflect the vision of the school’s community. It is important to note that a qualified teacher librarian is essential to its effectiveness because ‘curriculum knowledge and pedagogy are combined with library and information management knowledge and skills’ (ALIA/ASLA Statement on Teacher Librarians in Australia; 2002).

Library programs at North Ryde Public School aim to develop in our students an understanding of:
- the value of developing regular, wide reading habits
- how to use language to persuade, inform or entertain an audience
- how others use language to persuade, inform or entertain us
- how traditional and digital information can be organised
- the ethical use of information, based on the principles of intellectual property, copyright and citizenship
- how self-reflection assists us to make sense of our own thinking, and how we, as lifelong learners, impact the world.

The collection of quality, language-rich picture books and novels continues to grow. A focus on developing both the recreational and instructional collections was greatly assisted by the school community’s support of the annual Book Fair and monthly Book Club, with over $2500 worth of popular titles added to the library this year.

The programs also assisted with the purchase of additional ‘Into Connectors’ titles, a series of literacy resources for Years 3 and 4 that focuses on the development of 8 specific comprehension strategies. Students are now also able to access a growing collection of digital literacy resources through the use of iPad applications such as Puppet Pals, iMovie, Chatterpix and Explain Everything.

Learning highlights for 2014 include:
- cartooning workshops by illustrator Tony Murphy during Book Week celebrations
- students in Stages 1-3 using the 2014 Book Week theme, Connect to Reading, Reading to Connect, to create authentic literacy resources for younger students to use in 2015
- a mini ‘Learning Expo’ where students used iPad, laptop and robotic technologies to demonstrate to visitors their learning in literacy and numeracy.

Premier’s Reading Challenge
The Premier’s Reading Challenge (PRC) continued to be well patronised this year. A voluntary reading program, students register independently. They are supported with a wide range of PRC-listed books from which to borrow and modelled reading of PRC books during weekly visits to the library. 55 of the 96 students who registered this year completed the Challenge.
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
- 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 (Ryde Environmental Education Network) meetings allowing for environmental networking and introduction of new ideas.

Excursions and Incursions 2014

In 2014 students in all stages participated in a variety of excursions and incursions.

In Term 1 Year 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 2 visited the Botanical Gardens to support their ‘Plants in Action’ unit. Stage 3 went to C.A.R.E.S and spent the day learning about safety when using bikes on the road.

The PHDPE curriculum was supported in Term 2 through various incursions. Early Stage 1 and Stage 1 enjoyed the performance from ‘Bravehearts’ as a part of their child protection unit. Years 2 to 6 participated in a performance from Brainstorm Productions on resilience.

In Term 3 the whole school took part in ‘Life Education’. Kindergarten enjoyed a visit from a veterinary nurse to educate them about caring for their pets as a part of their science unit. Year 1 also participated in the school’s swimming program throughout the term. Stage 2 participated in the ‘Week of Tastes’ to educate them about healthy lifestyles and chemical reactions. Stage 3 enjoyed an extended stay at Narrabeen Sport and Recreation Centre to support the PDHPE curriculum.

In Term 4 Early Stage 1 enjoyed a ‘Fairytale Fiasco’ where children explored the imaginative and creative world of fairytales in a fun drama workshop. Field of Mars brought their ‘Schoolyard Safari’ to visit Year 1. 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 the Powerhouse Museum and Imax Theatre as well as participating in a NASA Video Conference incursion to support their unit on Space.

Zumba lessons took place in Term 4 for Kindergarten and school sport students. Participants learnt a range of 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.
Chess Club

The North Ryde Public School Chess Club has continued to be a popular lunchtime activity in 2014. Chess Club is open to all students from Year 1 to Year 6 in the library once a week.

All levels of ability are catered for as the students themselves choose who they will challenge. Many beginners have taken up chess in 2014 and receive instruction in pairs or individually. Chess Club is extremely relaxed in being open and available and not a commitment. Players are welcome to attend each week or can ‘drop in’ casually.

Five competition clocks were kindly purchased by the P&C last year and have been very popular with the players.

The values of fair play, appreciation of strong competition and clever strategic thinking are encouraged and form the ethos of the club.
Technology

2014 was a pivotal year for teaching and learning at the school, with the introduction of tablet technology into programs across all stages. Following research carried out in 2013, a fleet of 50 iPads was purchased to complement the existing suite of laptop and desktop computers. Two charging/syncing stations were also purchased, along with screen protectors and protective cases. Members of the technology team sourced ongoing professional development to learn how to manage the fleet, as well as ways to organise and share students’ work and provided quality training to staff.

The technology team meets fortnightly to coordinate maintenance of equipment, manage technical issues and discuss authentic integration of technology into teaching and learning programs. The team hosted a number of professional learning sessions for teachers about the effective use of iPads. These ranged from basic iPad function to sessions involving the use of Bloom’s Taxonomy to inform the selection process for purchasing quality applications. Members of the team attended professional learning through MacICT Innovations Centre about 21st century curriculum design and use of video editing programs to enrich learning experiences.

Students from all stages began utilising the iPads as part of their learning toolkit, with a focus on creating new ideas and products using apps, such as Puppet Pals 2, Chatterpix Kids and Explain Everything. Student experts also hosted a mini technology expo that showcased examples of their learning using iPad, laptop and robotics technology.

The school continued its partnership with JTC Technology who provided technical support, including assistance the DEC rollout of computers. Paid professional support is planned to increase in 2015 to better manage the technical needs of the school.
Significant programs and initiatives 
Respect and Responsibility

In 2014, 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
- Stage 3 students organised a Charity Day. Not only was it a great day for all but it raised $2660 in total. They were pleased to provide half of this amount to assist the Redkite – a children’s cancer charity. The other half was be used by Year 6 to purchase a new portable sound system as a gift for the school.

Local ANZAC Project

At the end of 2014, a team of Stage 3 students worked together to produce an outstanding documentary and iBook focusing on WWI, WWII, soldiers and civilians from the Ryde area. The students interviewed five local residents who were in Ryde during WWII or who fought in WWII. This experience allowed students to learn about war, to develop research skills and practice working as a team. It also helped students to respect and empathise with those who endured the hardships of war.

The school would like to thank Kat Israel, one of our proactive P&C members, for applying for the ANZAC grant that enabled our students to participate in this wonderful learning opportunity. We would also like to thank Mr Jason Milner for coordinating the project, the Schoolhouse Museum for allowing us to use their facility as the setting for our film, the North Ryde RSL and North Ryde Anglican Church for assisting us to find local war veterans and citizens and the Ryde Historical Society for assisting our students and teacher with research.
Student Welfare
The wellbeing of our students is always of the highest importance to the staff of North Ryde Public School. In 2014, 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 a national trial of data collection for students with disabilities
- Successfully employing a behavioural consultant to assist staff with different techniques when dealing with students with 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
- Stage 2 taking part in weekly resilience and team building activities throughout the year
- Kindergarten, Year 1 and 2 attending a performance given by Brave Hearts. This complemented the child protection unit.

Multicultural & Anti-Racism Education
North Ryde Public School has two English as Second Language (ESL) teachers, who work at the school a total of 5 days per week. With over sixty different cultural backgrounds, North Ryde Public School has a diverse student population. The ESL teachers work 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 discussed with their students important world days to foster world knowledge and tolerance.
- annually, our school participates in the celebration of Harmony Day – ‘Everyone Belongs’.
- North Ryde Public School and community collected old and unused prescription glasses
to send to those in need, in Papua New Guinea. This provided students with a sense of connectedness with other countries.

- Stage 2 studied ‘Religions from around the World’. During this study students were given the opportunity to learn about several religions and presented information to the class, in small groups. A representative from the Baha’i Temple came to the school to provide further insight to their religion.

- Stage 2 and Stage 3 participated in a Multicultural Perspectives Public Speaking Competition – Stephanie Blencowe, Allie Tira, Rebecca Starling and Elly Pawsey were chosen to represent North Ryde Public School at the 2014 regional competition.

**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.

- Stage 2 studied the British colonisation of Australia through the HSIE unit ‘First Fleet’. The unit covered a range of concepts looking at Aboriginal history, culture and current Aboriginal trends.
- The new playground - Imagination Island, includes symbols reflecting ‘8 Aboriginal Ways of Learning’. This incorporates Aboriginal learning techniques and integrates Indigenous cultural importance.
- Annually, we commemorate NAIDOC Week.

**Out of Hours Care**

We continue to be very pleased with the caring, professional 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 friendly 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 2014 the museum welcomed 6765 student visitors and 120 community visitors. It also provided the venue for a day’s museum education workshop.

The program continued its operation four days per week, mainly to Stage1 students. It 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. Written narratives produced by the students following their visit indicate a good understanding of historical concepts and of school days of the past.

There is a high percentage of return visitations with schools travelling from across greater Sydney. This year Koonawarra PS in Dapto travelled the furthest. It was a pleasure to work with special needs students this year from Karonga School and Winston Hills PS.

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. Stage 3 students involved in the Anzac Centenary project also used the museum as a setting for their interviews and re-enactments.

In order to mark the Anzac Centenary, a new program was advertised at the end of the year for March-May 2015 and was immediately taken up by schools, including our own students from K-6.

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.

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 2014 we had the Australian Girls’ Choir, a local physical culture group, an Armenian Dance group, the Polish school, LCG language classes (Mandarin), a weekly fitness group, Tennis World and Glory International Church use our facilities on a regular basis.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Anecdotal evidence regarding student learning shared at regular team, learning support and staff meetings
- Teacher formal and informal feedback following curriculum TPL sessions
- Analysis of NAPLAN and other assessment data

Progress on 2014 targets

Target 1
Improved student outcomes in numeracy K-6

Our achievements included:

- two members of staff attended a TPL session to prepare staff for the new Mathematics Curriculum to be introduced in 2015
- staff attended several TPL sessions looking at different aspects of the new curriculum
- a specialist Mathematics consultant was employed to provide demonstration lessons on each stage and TPL for teachers
- staff attended a TPL day to establish a whole school scope and sequence which will be accessible to all staff to aid their planning and programming
- further professional learning for new K-2 staff as part of the Best Start initiative continued to enhance the early teaching of Mathematics
- Stages ES1, 1, 2 and 3 implemented the new Mathematics syllabus
- Resources created last year for the TEN program for all K-2 classes have continued to be implemented in teaching programs
- Resources were bought to aid Stage 2 and 3 with new requirements for teaching Mathematics
- continuation of the Mathletics program in classrooms and for student homework tasks
- both in school testing and NAPLAN test results confirm that the school is achieving its numeracy target

- students were offered the chance to participate in the UNSW Mathematics test
- increased effective integration of technology into numeracy lessons by teachers
- all staff plotted students on the Numeracy Continuum and PLAN to enable the tracking of students’ progress.

Target 2
Improved student outcomes in literacy K-6

Our achievements included:

- Teachers have consolidated their knowledge of the National Curriculum. They have continued to participate in specific training that supports the English Curriculum with a focus on critical literacy and the explicit teaching of comprehension strategies incorporating technology where appropriate
- Teacher professional learning has centred on staff becoming more familiar with and confident to integrate the use of iPads in literacy groups from K-6. All staff attended various workshops provided by the Technology team throughout the year showcasing a range of apps that would support and cater for the various needs of all students in literacy
- Teachers are using quality literature and multimodal texts that promote a classroom environment that is rich in vocabulary and stimulates discussion. Students are being taught strategies to develop skills in critical thinking, and to be imaginative and creative in their responses to all forms of texts. They are also encouraged to reflect on their learning as part of this process
• Quality literature and other literacy resources eg, iPad licenses for relevant applications, continue to be purchased and are being used to implement the effective teaching of literacy
• K-6 teachers are competent with their knowledge and use of PLAN to plot student progress on the literacy continuum to help direct their planning. They are encouraged to regularly update data through the year
• The Quality Teaching framework continued to be incorporated into stage programming
• Teachers were given the opportunity to analyse NAPLAN results and reflect on explicit teaching and learning to support student outcomes
• Kindergarten teachers continued to use the Best Start assessment tool to effectively program and track student achievements
• 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 for public speaking competitions, attending a debating workshop and partaking in debates via VC or visiting other schools
• 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 included:
• Continued implementation of Best Start assessment procedures and the associated tracking of student progress via the use of PLAN, an online continuum tracker
• All students have been placed on the PLAN Literacy and Numeracy Continuums. 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
• Students were engaged in authentic self reflection and peers assessment activities
• Some older students further developed their ability to express personal learning goals
Parent, student & teacher satisfaction

In 2014 the school sought the opinions of parents and students about the school. Their responses are presented below.

To discover what our 58 senior students valued from their primary education, we asked them, **What are 3 things you learnt in primary school that will help you be a successful person in the future?**

Because this was an open-ended question, to help summarise their responses we sorted them under appropriate headings. This provided us with an interesting picture of what they saw as valuable learning.

Within the social aspect they mentioned that they learnt how to be kind, respectful, friendly, self-confident, responsible and socially active, to have good manners, how to make friends and be a team member.

Overall, broad curriculum areas accounted for 53% and social, well-being aspects for 47%. In the context of schools developing successful future citizens, this seems very positive.

All parents were also encouraged to provide information by answering the following questions.

**What are the 3 most valuable classroom based learning experiences that your child has received at North Ryde Public School?** and **What are the 3 most valuable extra-curricular learning experiences that your child has obtained at North Ryde Public School?**

The survey was provided online and links were available from the newsletter, on the website and via the phone app. Only 15 people responded which was disappointing, however it still provided interesting data.

We again summarised responses into the same headings used for the student survey so that we could compare results. Interestingly, students seemed much more focussed on the social skills that they had learnt.

Parents commented on literacy, sport and the creative arts and other curriculum-based areas (80%), ahead of social skill development (20%).

**Findings and conclusions**

- **Students**
  - do acknowledge that they are learning important life skills at school beyond the academic Key Learning Areas
  - seem to value the social skills that they have developed at school and believe that they will be of value in the future
  - are generally very positive about what they are learning
  - rarely specifically mentioned technology. Upon investigation, this was because they see it as an integral a part of their future.

- **Parents who responded to the survey**
  - tended to interpret ‘learning’ in the question in terms of curriculum and academic areas, which seems quite logical for a school survey
  - see literacy experiences as the most valuable that their children received
  - showed a strong preference for the value of sport/PE activities for children
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 2014 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 / EAL Primary Network 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
- Congratulations to the administration manager who completed the GEM Certificate IV - Leading Change and Innovation
- All staff completed the DEC’s Corruption Prevention e-Learning Course

Curriculum
- All teachers completed the DEC module, Your school and the K-10 Mathematics syllabus for the Australian Curriculum and Programming for quality teaching and assessing
- One of the school’s key Mathematics facilitators completed Syllabus PLUS K-6 Maths: Key concepts a language focus
- two teachers attended workshops designed to support the implementation of the new Science syllabus
- K-2 teachers continued to be supported by network meetings and Best Start courses
- 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 Conference and Managing iPads with Apple Configurator
- Key members of the technology team regularly presented training sessions, particularly in the use of iPads, to enhance student learning
- Integration of technology has been improved regular attendance at team meetings to share knowledge and teaching experiences
- Two staff members attended Creative Video Production: using digital media technologies to enhance learning and teaching and are sharing the skills they developed
- Understanding of tablet technology continued to be developed through visits to iPads schools across Sydney

Student Welfare
- Courses completed by all staff to ensure the safety and well-being of students included, annual training in CPR, Dealing With Asthma and Anaphylaxis and Child Protection Update
- A school focus on dealing with challenging behaviours led all staff to attend two presentations by a behaviour specialist and several teachers attending further courses, Leadership for Proactive Behaviour Management and Young Children and Classroom Behaviour - Beyond Management
- The Home school Liaison staff attended several courses necessary for their roles including, Nonviolent Crisis Intervention Training, Online Training Understanding Autism Spectrum Disorders and Workplace Learning Policy Implementation Workshops

Administration
- More money is being allocated to ensure that our admin team are effective, efficient and up-to-date. This year they attended, Core Financial Literacy, Strategic Financial Management and Procedures for the Enrolment of Temporary Residents Courses completed by all staff to ensure the safety

Our school values quality staff. It continues to significantly invest in developing their expertise and professionalism, over and above the state allocation.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School Planning Process

The new approach to school planning was explained to all school staff. Everyone was provided with a copy of the Melbourne declaration and asked, What will education be like, look like, feel like in five or ten years, if we get it right? What are your BIG IDEAS?

The school community was informed, via the school newsletter and at P&C meetings, about the new approach to school planning, with its focus on big ideas and long term strategic directions. All parents were invited to contribute their thoughts by completing an online survey. The survey asked parents to reflect on programs, practices and activities offered at NRPS. It also encouraged parents to consider what they saw as the role of education.

Stage 3 students were also asked for their thoughts. They completed an online survey that included questions like, What do you think will be important for students to learn in the future?

The school executive team met with the executive teams of four other local schools to draft possible common strategic directions and projects.

From all the discussions, brainstorming and surveys three main themes were emerging. The teachers and a community P&C representative met together to sort all the data collected under these three ideas.

Teachers were also asked to consider a range of discussion points within these strategic directions. The projects and products highlighted by teachers became the basis of details of the new plan. At executive and planning meetings these continued to be reflected upon and refined.

Strategic Directions and Purposes

1. Informed, visionary community culture
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.

2. Successful, lifelong learners
To ensure all students are appropriately engaged and challenged through quality teaching designed to meet student learning needs.

3. Resilient, responsible citizens
To ensure the wellbeing of all students by creating an environment that values tolerance, collaboration, initiative, risk-taking and exploration

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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Angela Churchland, Assistant Principal
Kate Bowyer, Assistant Principal (rel)
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: www.schools.nsw.edu.au/asr