Principal’s message

2011 was our second year as a Centre for Excellence. As a Centre for Excellence we worked productively to raise the quality of the teaching and to improve student outcomes within our own school.

We made links with other local schools to achieve these goals. We hosted a particularly successful Staff Development Day with five of our local schools. During the year some of our teachers used video conferencing to team-teach lessons across two schools. This was a great way for our students to have a wider audience for their work.

Behind the scenes as part of the Centre for Excellence there was also strategic professional learning for all teachers, supportive mentoring of student teachers and early career teachers, and extra support for students from our paraprofessionals.

We were very pleased to discover, right at the end of the year, that we would be continuing as a Centre for Excellence for another transitional year. We already have lots of exciting plans for 2012.

We are proud of our students and every day, in every setting, whether it is in the classroom, on the field or on the stage, we enjoy celebrating student achievements.

Academically we were again very pleased with student results throughout the school. Our school-based evidence was confirmed by the excellent literacy and numeracy results we received in national assessments. We reached, in fact we exceeded, all our literacy and numeracy targets for 2011.

While we do focus on literacy and numeracy, we aim to develop the whole child. We want our students to enjoy all aspects of life. There were many occasions to celebrate individual and team sporting success. The performing arts also had many impressive achievements.

Our school is lucky to have so many school community members willing to lend a hand. I would particularly like to acknowledge the P&C who had several challenges throughout 2011. They successfully launched the new canteen, coordinated the transition to a new uniform and worked to ensure that our school continued to have a caring and professionally run before and aftercare service.

I conclude by thanking North Ryde’s fabulous staff for all their contributions to another successful year. They are truly a wonderful team of professionals.

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 2011 the North Ryde Public School Parents and Citizens Association (P&C) continued to promote the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation. Throughout the year our school proudly nurtured a wonderful community spirit. Our many dedicated and committed volunteers 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 introduced this year with a Welcome BBQ Breakfast and supported other important events such as, Mother’s Day, Election Day, Father’s Day Breakfast, Disco, Walkathon and Year 6 Farewell.

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

- 200 chairs for our assembly hall
- a re-surfaced pathway from our admin to the Kindergarten rooms
- new keyboard and music stands for our band
- support for the school band program

This year saw changes to our before/aftercare service. The P&C Association, with the support of the school community, formally advised the NSW Department of Education and Communities that they would be dissolving the current P&C managed before/aftercare service. A new operator for the school’s before/aftercare service was secured via the department’s defined tender process and will be ready to operate from the beginning of 2012.

We say farewell and thank you to the Mole and Macpherson families, and Robyn Murphy, who have strongly supported the P&C.

I would like to sincerely thank the many committee members and tireless volunteers who have made the running of the P&C possible during 2011. It has been a privilege to work along with, and be a part of, such a wonderful school community. I look forward to working along with some new members and returning members, as we move forward to another exciting year in 2012.

Jennifer Rubbo – President
School Council message

During 2011, the School Council continued its role of monitoring the School’s implementation of its own management plan, as well as the BER projects, the Centre for Excellence program and the negotiations with the operators of the new Childcare Centre, and working with the principal toward the development of a management plan and budget for 2012.

In addition, the Council oversaw the process for reviewing the school uniform and introducing the new uniform, a process that was spearheaded by a hard-working team led by Kate Derbidge.

During the year the Council also began implementing a scheme that it had established in 2010 to attract sponsorships from the local business community in support of the school’s extra-curricular activities, with the aim of making them more affordable for the families of children at the school. We are most grateful to the local individuals and businesses who have already made generous donations as part of the scheme.

Toward the end of the year, the Council recommenced its efforts to lobby local and state government representatives to improve pedestrian safety on and around the intersection of Cox’s Road and Lane Cove Road; those efforts will continue into 2012.

During 2011 the Council benefited from the continued service of parent representatives, John Chappell, Karyn Houssenloge and Marnie Macdonald (all of whom were re-elected for a second term) and staff representatives Kathy Shannon, Carla Alexander and Angela Churchland. David Starling continued as a parent representative and served as president. Special mention should be made of the contributions made by Erika Southam, as principal, and Jenny Rubbo, as P & C president, both of whom served on the council ex officio, and Millie Booth and Councillor Vic Tagg who generously gave their time as community representatives.

We look forward to working with the principal and staff during 2012 to maintain and enhance the many outstanding qualities of North Ryde Public School.

David Starling – President

Student information

- 247 students enrolled in 2011
- 49 students entered kindergarten
- 11 classes were formed, including four combined stage and two across stage 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>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td>2008</td>
<td>124</td>
<td>114</td>
</tr>
<tr>
<td>2009</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td>2010</td>
<td>125</td>
<td>123</td>
</tr>
<tr>
<td>2011</td>
<td>131</td>
<td>116</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 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K-1L</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1-2W</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1FM</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K-1L</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1-2W</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>2-3C</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>2-3C</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>3-C</td>
<td>3</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5-6S</td>
<td>5</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5-6C</td>
<td>6</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>5-6S</td>
<td>6</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff information

Staff establishment

<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>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</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 Technology &amp; PE Skills</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Home School Liaison Officers</td>
<td>5.0</td>
</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>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>22.5</td>
</tr>
</tbody>
</table>

Centre for Excellence Supplementary Staffing

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Accomplished Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Educational Paraprofessional</td>
<td>0.6</td>
</tr>
<tr>
<td>Operational Paraprofessional</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

Staff

North Ryde Public School continues to have a good balance of young and experienced staff, with a very high retention rate. In 2011 the school welcomed a new classroom teacher. We also employed a HAT and two paraprofessionals to support the Centre for Excellence initiative. The school has no indigenous staff members.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3</td>
</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.

## Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>258,356.16</td>
</tr>
<tr>
<td>Global funds</td>
<td>184,218.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>164,197.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>150,538.57</td>
</tr>
<tr>
<td>Interest</td>
<td>15,193.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>58,981.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total income** **573,128.84**

## Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15,143.09</td>
</tr>
<tr>
<td>Excursions</td>
<td>24,745.56</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>60,946.77</td>
</tr>
<tr>
<td>Library</td>
<td>563.38*</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,296.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>147,391.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>37,242.10</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>43,247.67</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>44,950.92</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26,794.32</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>60,204.81</td>
</tr>
<tr>
<td>Capital programs</td>
<td>38,717.75</td>
</tr>
</tbody>
</table>

**Total expenditure** **501,244.55**

**Balance carried forward** **330,240.45**

*The school has a separate library account.*

**Date of financial summary: 30/11/2011**

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
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)

NAPLAN Year 3
We were pleased with our Year 3 results, particularly in the areas of writing and grammar.
- 84% of our students achieved in the top 2 bands in writing compared to 61% across the state and no students in the bottom 2 bands
- 67% of our students achieved in the top 2 bands in grammar and punctuation compared to 50% across the state
- 61% of our students achieved in the top 2 bands in reading compared to 47% across the state
- 63% of our students achieved in the top 2 bands in spelling compared to 51% across the state and no students in the bottom band
- 36% achieved in the top 2 bands in numeracy compared to 39% across the state. This will be an area of focus for next year.

Numeracy Year 3

Literacy Year 3

[Graphs showing percentage in bands for Year 3 Reading, Writing, Spelling, Grammar & Punctuation]
NAPLAN Year 5

We were very pleased with the Year 5 results, particularly in writing, spelling, grammar and numeracy. The growth in grammar and numeracy was excellent.

- 48% of our students achieved in the top 2 bands in writing compared to 27% across the state and no students in the bottom band
- 56% of our students achieved in the top 2 bands in spelling compared to 35% across the state
- 63% of our students achieved in the top 2 bands in grammar and punctuation compared to 41% across the state
- 56% of our students achieved in the top 2 bands in numeracy compared to 29% across the state and no students in the bottom 2
- 48% of our students achieved in the top 2 bands in reading compared to 35% across the state

Numeracy Year 5
Progress in numeracy

Progress in literacy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students in our school achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Note: Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.
Centre for Excellence

This National Partnership Agreement is designed to improve teacher and school leader quality to sustain a quality teaching workforce.

2011 was the second and final year of North Ryde Public School’s participation in the Centre for Excellence (C4E) initiative. Over the two years we have worked productively to raise the quality of teaching and to improve student outcomes within our school and with local cluster schools.

It has been a rewarding journey with lots of targeted professional learning for our teachers, and teachers of neighbouring schools. This has resulted in positive outcomes for our students.

Events, such as the combined school staff development day, helped to foster even closer links between schools and teachers. The staff development day had an attendance of 120 teachers, from 5 schools and offered 14 different workshops. Everyone engaged in activities that catered to their individual professional learning needs. It was a very successful event and feedback was overwhelmingly positive.

With the assistance of the C4E initiative, the school and Highly Accomplished Teacher (HAT) were able to provide more one on one support to early career teachers and aspiring leaders. We strengthened links with the universities and hosted 8 pre-service teachers in 2011. We also had two teachers undertaking an intensive mentoring course through Sydney University.

Our educational paraprofessional had a significant impact on student learning in literacy and numeracy of the students she worked with. Our data indicates that all students working with the paraprofessional showed growth in their targeted area.

The operational paraprofessional who assisted the administration and data input requirements associated with the C4E also had a positive impact. Her preparation of classroom resources and material for classroom teachers was not only helpful but a valuable way to release teachers to spend more time focusing on the learning needs of their students.

We look forward to continuing the good work, learning projects and programs established as part of C4E once the initiative has ended.

Further details:
www.nationalpartnerships.nsw.edu.au
School achievements 2011

Arts – Choir, Dance and Drama

2011 marked the final year of our 3 year target to improve music outcomes for our students. There has been a significant improvement in student participation the range of musical opportunities offered at our school. The quality has also become very impressive.

- Sydney North Arts Dance Festival at the Opera House – the Junior Performance Dance Group performed the musical theatre item ‘Hairspray’, which took you back in time to the 1960’s.
- Festival of Children’s Music at Willoughby Town Hall – our junior choir, senior dance group and vocal ensemble all performed. The outstanding program showcased the talents of our soloists, Sarah McKitrick, Laura Wachsmann and Basma Dakroub, and also our gifted teachers.
- Festival of Choral music - Senior Choir auditioned and were successful for 2012.
- Ryde Schools Spectacular at the Opera House - the Senior and Junior Performance Dance Groups performed. We also had eight students perform with the Combined Schools Choir dancing the 1920’s ‘Rag Time’.
- Music Count Us In at the Town Hall - senior choir, along with students from all over Australia, sang ‘We’ve Got the Music’.
- Christmas concert - our combined choral groups and band spread Christmas joy to members and patrons of the North Ryde Community Church

Arts – Band

The Band went from strength to strength in 2011, under the direction of Key Music Australia and support of a strong Music Committee. With the addition of a Training Band, the band program has increased to 40 students. Students have really enjoyed the music that they have played and were given many opportunities to perform this year.

- Band Camp – in preparation for the Music Soiree, a one day band camp was organised. All students were engaged and had a great time and demonstrated improvement.
- Musical Soirée - this was the band’s showcase performance, with a range of entertaining new music. They a fantastic job and sounded terrific.
- Grandparent’s Day and Father’s Day – on both of these specials days the band performed to very appreciative audiences.
- School assemblies – the band was a regular item and impressed both students, parents and guests.
- North Ryde Community Church – participated in the Christmas Concert for the elderly.

This year the P&C generously purchased new music stands and allocated funding each term to purchase music for a music library. Due to sponsorship from local businesses the Band Committee was able to purchase six instruments which have been hired to some of our new band students.

It has been wonderful to see the expansion of the band program this year. The band and band committee are keenly looking forward to greater opportunities in 2012.
Public Speaking

2011 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. Charlotte and Jacob were chosen from Stage 2 and Angela and Sophie were chosen from Stage 3. All students displayed a high level of professionalism and represented North Ryde Public School with pride.

Debating

All our debaters have grown in confidence and ability throughout their competitions.

- All interested students in Years 5 and 6 participated in a debating workshop. The students were given the opportunity to gain skills researching a given topic and practice techniques that they could use when preparing for and competing in debates.
- All students chosen for debating teams participated in a second workshop to assist with the preparation of their arguments.
- Twelve Year 5 students were selected to participate in the North Ryde Debating Competition.
- Four school teams competed across two competitions - Premier's Debating Challenge (Year 6 Students) and Ryde Debating Competition (Year 5 students).
- One of our teams was district champion and competed in the regional finals at Bilgola Plateau.
- All teams gained valuable experience and became more confident debaters.

Premier’s Spelling Bee Challenge

The Premier’s Spelling Bee is a fun and educational way for primary school students to engage with spelling. The program encourages improved literacy through activities and competitions.

At school level, we held a senior competition for Years 5 and 6 and a junior competition for Years 3 and 4.

The winners of the Senior Competition were Tasnim Amin and Chantelle O’Brien, while the Junior winners were Nigel Li and Rares Scortanu. These very talented spellers represented North Ryde Public school at the Area Finals and performed extremely well.

Premier’s Reading Challenge

The number of students participating in the Premier’s Reading Challenge continued to grow 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.

43 students completed the challenge this year, which is a very pleasing increase on last year. Charlotte, Larissa, Connor and Joanna were recognised for their extensive reading and excellent participation.
Library
Our library continues to strive to be a space for exploration, experimentation and innovation. In 2011, we have:

- implemented programs based on guided inquiry and critical thinking to support the development of students’ information-literacy
- incorporated social media, such as wikis and blogs, to assist students in understanding how information can be created and shared
- continued to promote the value of recreational reading to students through modelled reading, contribution to author/illustrator blogs, student book reviews and displays
- fostered student leadership through the Word Warrior program
- identified, gathered and distributed resources that support teaching and learning programs
- hosted a Book Character Parade as part of Book Week celebrations
- organised two successful book fairs
- maintained a more relevant, current collection of hard copy and digital resources through the purchase of new resources and weeding of those that no longer meet our students needs
- continued our partnership with Rotary through donations of resources to a school in Vanimo, Papua New Guinea
- welcomed many lunchtime visitors to the library, to read, play and socialise
University of NSW Competitions

Some of our Year 3 to 6 students chose to undertake the challenges of the University of New South Wales competitions in Mathematics, Computer skills, English, Writing, Spelling and Science. Our students did very well, achieving 11 high distinctions, 28 distinctions and 25 credits.

Environmental Education

Environmental education and sustainability is an important aspect of North Ryde Public School's everyday life. North Ryde Public School has been involved in many initiatives such as:

- Clean up Australia Day – students from Kindergarten to Year 6 were involved. They learnt the importance of putting their rubbish in the correct place and trying to reduce the amount of packaging they use.
- National Plant a Tree Day – a local hardware came to the school and donated their time, and thirty Australian native plants, to the school. All students were involved and were each invited to take home their own seedling.
- Continuation of composting in the classroom – students were encouraged to use the compost bins in the classroom. Any scraps from lunch were then taken down to the organic compost bin to help support the growth of our organic garden.
- Continuous encouragement of rubbish free lunches.
- Recycling – each class continues to participate in paper recycling.
- Organic vegetable garden – a new organic vegetable garden has been introduced into the school. The garden includes four raised garden beds, a worm farm, a shed and new gardening equipment, such as gloves and tools. This organic garden has been supported by the Biological Farmers of Australia.
- Once a week students assist our volunteer, Jimmy Shaw, with the maintenance of the garden. Students are involved with planting seedlings, watering, weeding and cultivating our vegetables.
- A new teaching program has been introduced to develop student understanding of sustainability and organic gardening, and why we need to care for our environment.
Sport

In 2011 the proud tradition of sportsmanship and active participation in our school and the community continued. Students participated in a wide variety of specialised programs as part of the Personal Development, Health and Physical Education Curriculum.

- Athletic carnivals for K-6
- Swimming and Cross country carnivals for Years 2-6
- ’Dance-2-be-fit’ program for K-6
- Swimming scheme for Years 2-4
- ’Moving Bodies’ gymnastic program for 3-6
- Regular organised gross motor program K-2
- ’Jump Rope for Heart’ program

To cater for the specific needs of our students, the school continued with two highly successful programs that were initiated in 2010,

- Year 1 swimming program where all students attended weekly lessons at Macquarie Aquatic Centre throughout Term 3. This was supported by local business donations
- Weekly specialised physical education lessons with a qualified PE teacher including a gymnastics program for K-2

We were able to field seventeen 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 2011 include:

- Reintroduction of girls and boys AFL teams
- Participation in Milo Cup (cricket) competition for boys and girls
- Girls Tiger Tag were semi finalists
- Senior girls softball team were semi finalists
- Junior boys cricket team
- Senior boys Paul Sironen Sevens were semi finalists
- Senior girls Paul Sironen Sevens were grand finalists
• Junior boys Paul Sironen Sevens were grand finalists
• David Howard named 11 year old boy champion at Ryde Zone Athletics Carnival and represented our school at the Sydney North Cross Country Carnival
• North Ryde won the President’s Trophy at the Zone Athletics Carnival for an impressive fifth year in succession
• Jett Allen, Sam Roberts, Thomas Maclean, Jess Brown, Zoe Chaney, Sophie Macpherson and David Howard represented our school at the Ryde Zone and Sydney North Athletics Carnival
• Thomas Maclean named 11 year old boy champion at Ryde Zone Athletics Carnival
• Zoe Chaney finished third in 100m Championship race at the NSW State Athletics Carnival
• Jett Allen was selected in the Ryde/Beecroft Zone Rugby League team
• Jett Allen was selected in the Sydney North Rugby League team
• Jett Allen was selected in the Ryde Zone Touch Football team
• Thomas Maclean and Adelaide Qassis were selected in the boys and girls Ryde Zone PSSA Soccer teams.
Technology
The use of technology in the classroom has been both strengthened and innovative in 2011. North Ryde is committed to equipping our students with the necessary skills to successfully compete in an ever increasing digital age.

We have been proactive in teaching the students to become more Internet savvy and equip them with the necessary skills that enable them to both identify and safely deal with cyber bullying. Students worked through a unit of work about cyber safety. The program helped identify inappropriate behaviours or programs and posed different scenarios that allowed the students to learn how to safely and intelligently deal with similar situations.

In conjunction students have been working with our librarian to become more critically Internet literate. Students have been looking at a range of sites and have been learning how to identify the websites validity and information recorded. This essential skill allows the students to be critical viewers and ensures that they can locate quality material when needed.

Communication between students and their teachers has been deepened with the wider use of class blogs. Here students have the opportunity to review work completed in class, get hints for homework and discuss with their peers and teachers in a safe and friendly environment about work being done in the classroom. It has proven to be an empowering tool and makes even the most reluctant writers eager to communicate online. The school has also purchased 8 video cameras for the students to use. Stage 2 students used them to create their own unique but very persuasive commercials.

In 2009 we introduced mini robots, Bee-Bots, to North Ryde and saw what a fabulous and rewarding way to support our Literacy and Numeracy programs in K-2. As a result, this year we expanded our robotic fleet and added 10 more Bee-Bots and welcomed 10 Pro-Bots into our school. Pro-Bots are similar robots to Bee-Bots except they allow for more complex programming using centimetres and angles.

Our students presented video conferences throughout the year, showcasing their exceptional work with these robots.
Significant programs and initiatives

Respect and Responsibility

In 2011, North Ryde Public School continued to integrate the identified values Cooperation, Respect, Excellence, Responsibility and Care. These values underpin all North Ryde Public School’s rules, policies and procedures. They are embedded in everyday life and actions at North Ryde. Various initiatives designed to raise awareness of respect and responsibility included:

- whole school implementation of the Peer Support Program. This year the peer support program focused on being optimistic. Students participated in lessons from the peer support module **Being Positive**. This module looks at equipping students with the ability to approach life optimistically and to develop resilience with which to deal with difficult experiences. The program has further enhanced a sense of respect and responsibility amongst the students and members of the school community.

- successful implementation of a K-6 Buddy system where Year 6 students support and worked with partner kindergarten students. This included the kindergarten orientation program where new students are introduced to their Year 5 buddies. The Kindergarten and Year 6 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 throughout the year.

- The Student Representative Council (SRC) were involved in organising many successful whole school charity events. These included, Maroon Day (Queensland floods), Smiles Day (Japan Earthquake Victims), Stewart House Blue Day and Grandparent’s Day Cake Stall (for a past student’s family whose house was burnt down).

- Stage 3 students organised a charity day. Not only was it a fun day for all but it raised $1800 in total. $900 went towards the Year 6 gift to the school and $450 was donated for both the Children’s Hospital and The Make a Wish Foundation.

Student Welfare

The well being of our students is always of the highest importance to the staff of North Ryde Public School. In 2011, 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:

- an evaluation and improvement of the school’s Anti Bullying Policy and Procedures. The material and approach developed this year will serve as an important foundation for the ongoing anti-bullying ethos.

- a Student Welfare Policy, including new school rules, continued to be implemented and evaluated.

- the Learning Support Team operated 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 identified students.

- successful access to regional support teachers for targeted students.

- 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.

- presentations made to Years 5 and 6 students about cyber bullying and how to keep safe whilst using the internet. A key component was the message of personal responsibility and respectful behaviour when using technology, particularly online social networks.
Multicultural Education

North Ryde Public School has an English as a Second Language (ESL) teacher, who works at the school four days per week. The ESL teacher works with classroom teachers and with small groups of students to provide additional support to those learning English.

We value the range and diversity of the backgrounds found in our school and in the local community. To foster support and an understanding of all our students:

- throughout the year classroom teachers discuss with their students important world days to foster world knowledge and tolerance
- annually, our school encourages community participation in the celebration of Harmony Day.
- new resources were purchased to promote multiculturalism.
- our ESL teacher attended a course – Practising Diversity: Engaging Muslims in Australian Schools” - our ESL teacher attends ESL courses and Professional Learning seminars
- Early Stage 1 & Stage 1 studied the COGS/HSIE Unit “Cultures” to learn about different countries in depth. These counties included Italy, France, Thailand, England and Ireland. Children had the opportunity to participate in various activities that linked different cultures in our diverse school community.
- Stage 2 & Stage 3 participated in a Multicultural Perspectives Public Speaking Competition – Charlotte Bannell, Jacob Starling, Angela Koshy and Sophie Macpherson were chosen to represent North Ryde Public School at the 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.

- In the HSIE Unit: “Australia: Its Land, People and Places”, students studied National Parks in depth. Years 3-4 students went on an excursion to Cumberland State Forest where, among many things, learnt the importance of conserving Aboriginal cultural heritage.
- K-2 students studied the Science Unit: “Animals of the Dreaming”. They learnt about native Australian animals and developed an awareness and appreciation of Aboriginal culture through Aboriginal Dreamtime stories.
- K-4 students attended and participated in an enjoyable incursion from Taronga Zoo providing additional insight into Aboriginal culture.
New early learning centre

This year we welcomed the Explore and Develop team, lead by Irene Vidaic, to the North Ryde school community. The Childcare centre was officially opened in March by Senator Jacinta Collins, and included some fun entertainment by our kindergarten students.

Enrolments indicate that it has already become an extremely popular childcare centre within North Ryde. We have begun to develop a close and mutually beneficial relationship and look forward to closer ties during 2012.

Schoolhouse Museum News

The school is lucky to have the Schoolhouse Museum on its grounds. The museum is well known excursion venue and its talented staff again provided wonderful learning experiences to many students. The schools who visited during 2011 spanned the wide area between Blue Mountains Grammar School from Wentworth Falls, Woongarrah Public School on the Central Coast, Narrabeen North Public School on the northern beaches and south to Woollahra Public School. The range of visiting schools indicates just what a valuable service the museum is.

During 2011 the museum had a facelift. The exterior was thoroughly cleaned and repainted.

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, which was upgraded last year as part of the BER Federally funded building works, is used by a range of groups almost every afternoon, evening and on weekends. Our classrooms are also used for choir and language lessons.

During 2011 we had the Australian Girls’ Choir, a local physie group, an Armenian Dance group, the Polish school, LCG language*, Tennis World and a church group use our facilities on a regular basis.

We appreciate the hire funds provided by our community users and the good relationship we have in sharing the school.

*Mandarin and French classes

The school was again pleased to be able to offer both after school Mandarin and French classes to our students, as well as students in the local area. The opportunity to learn a language is valued by our community. These programs will continue in 2012.
Progress on 2011 targets

Target 1
Improved student outcomes in numeracy K-6

Our achievements included:
- effective continuation and implementation of Count Me In Too teaching strategies in K-4 classrooms
- implementation of Newman’s Error Analysis with problem solving activities
- further professional learning for K-2 staff as part of the Best Start initiative continued to enhance the early teaching of maths
- a whole school assessment protocol was adopted this year with numeracy assessment days being allocated to teachers
- continuation of SENA assessment sheets that record student achievement in number being collected annually. These were redistributed at the commencement of the new year for teachers to continue tracking progress
- as part of either the Count Me In Too program or the Best Start initiative, all students were assessed individually on their number skills. This provided valuable data for grouping students to ensure they were working at an appropriate level
- professional learning sessions, both school-based and by the region, for staff on the effective use of technology to enhance numeracy learning
- increased effective integration of technology into numeracy lessons by teachers
- targeted numeracy support was provided to students in need. Numeracy support was provided by the educational paraprofessional to small remedial groups and extension opportunities were provided
- improved numeracy data collection records. Teachers entered collected data into the school data base so that it could be easily accessed and used in the future to track student progress
- both in-school testing and NAPLAN tests results confirm that the school is achieving the numeracy target
- teachers were supported to incorporate the quality teaching elements into their teaching/learning programs
- maths resources, particularly items to support “hands-on” learning, were purchased to ensure that effective numeracy lessons could be implemented
- numeracy resources were monitored, updated and replenished
- continuation of training and support for the use of the online maths program Mathletics in classrooms and for student homework
- ongoing professional learning sessions enhanced numeracy teaching and learning

Target 2
Improved student outcomes in reading K-6

Our achievements included:
- K-6 teachers participated in teacher professional learning (TPL) to deepen their teaching knowledge, understanding and skills in all areas of literacy
- teachers continued to collect reading and literacy data to assist with programming and used explicit teaching strategies to differentiate student needs, whilst incorporating elements of the quality teaching framework in their teaching
- teachers participated in a grammar course focused on improving the explicit teaching of complex sentences. A deeper understanding of the mechanics of sentence structure was achieved by teachers
- teachers regularly engaged in moderation sessions where students’ work samples were shared and critiqued. Teachers were able to develop a common understanding of assessment criteria which directly influenced classroom programming and the explicit teaching of writing
- explicit teaching of strategies and the use of specific writing rubrics enabled students to reflect upon their writing with a focus on spelling, grammar and punctuation
- team teaching experiences with other schools using video conferencing continued. This exposed students to a wider audience, improved writing outcomes with persuasive texts and created higher expectations
- K-6 teachers attended workshops related to improving student outcomes in reading. A range of high interest, rich quality texts, were purchased to assist students develop comprehension and vocabulary skills
- ongoing teacher professional learning (TPL) in the area of comprehension strategies and the
purchasing of quality literature will continue to support teachers
• the Highly Accomplished Teacher (HAT) continued to support teachers with team teaching sessions in literacy using technology, ie, Beebots and Probots, to enhance student learning and encourage quality discussions
• targeted students received support in literacy provided by the educational paraprofessional
• Stage 1 students engaged in a term of team teaching via video conferencing using a jointly planned unit by the cooperating teachers from both schools
• K-2 teachers continued to use the Best Start assessment tool and the literacy continuum to effectively program and track student achievements. Teachers attended Best Start workshops throughout the year
• K-2 students regularly engaged in a “buddy reading” program with their Year 3-6 buddies, to encourage an enjoyment of reading and foster new friendships
• the parent tutor reading program continued to support students with regular one to one sessions throughout the week, concentrating on specific reading skills. An increase in parent helpers was noted
• students participated in a Book Character Parade, as part of Book Week celebrations. They took part in an interactive “Shortlister Quiz” which was based on the shortlisted books from the Children’s Book Council of Australia

• the junior choir performed at the Festival of Children’s Music as part of the mass choir (Willoughby Concours)
• the Vocal Ensemble performed an individual item at the Festival of Children’s music. They were widely praised by both parents from North Ryde and parents and teachers from other schools
• there was an opportunity for the boys to join a Boys Choir, which performed at the school Musical Soirée
• a range of opportunities where provided to students to engage in musical experiences at school level. Examples include, choirs, band and dance groups
• students engaged in musical groups had several opportunities to perform in the wider communities (see School Achievement - Arts)
• more senior students were involved in choirs and dance performance groups
• a new company has taken on the role of teaching students to play band instruments. As a result, there has been a pleasing increase in numbers who are attending music lessons and joining the band, and the quality of performances
• the school now supports two bands, Concert Band and Beginner Band
• a successful Musical Soirée was organised to showcase the wide variety of musical activities undertaken in 2011. All three performance dance groups, the recorder group, all choirs and the Concert band performed
• the performance by the band at the Musical Soirée, Grandparents Day and assemblies demonstrated its significant improvement and was highly praised by audience members

**Target 3**
Improved student outcomes in music K-6

This year’s musical ventures have been extensive and successful. There has been a wide variety of musical activities offered to the students, including:

• further resources were purchased to support the teaching of music in each classroom
• the school offered three performance choirs. The Senior Choir, the Junior Choir and the Vocal Ensemble (for students in Years 3-6 – entry by audition only)
• the senior choir performed at the Arts North Choral Festival (Sydney Opera House) and the finale of Music Count Us In (Sydney Town Hall)
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out the following evaluations.

Curriculum
Improved student outcomes in music K-6

Background
Over the last three years one of our school targets was to increase student engagement, motivation and skills in the area of music. A range of strategies have been implemented to achieve this goal, including professional learning for teachers, the employment of new classroom teachers who have specialist skills in music and dance, alterations to the school timetable to enable some in-class time for choir, dance and band, improved resourcing of the arts and increased participation in performance opportunities at both a school level and within the region.

Findings and conclusions
Survey responses, school data and anecdotal evidence have clearly shown that:
• there has been a significant increase in the number of students who:
  o have participated in a musical activity
  o have performed a musical item at school
  o have performed a musical item at a regional concert or community event
• there has been an increase in the number of students who:
  o play a musical instrument
  o hope to play instrument in the future
• teachers have integrated more musical experiences into their class programs
• the opportunity for students to engage in music at North Ryde Public School has increased
• the quality of the music items performed has improved
• music is valued by the school community

Future directions
The school will continue to encourage and promote student engagement in the arts. We will offer and support a wide range of musical activities to engage students and opportunities for students to perform at a high level. Some performance group rehearsal times will continue to be in school hours where possible.

Educational and management practice
Linking with our school community

Background
A joint survey from the school, School Council and P&C was sent to parents in Term 4. It was designed to better understand the school community’s feelings about school-related communication and participation, and sought ideas on how links between the school, School Council, P&C and community could be improved.

The responses received represented about 23% of the school families and came from 15 different language background groups, the greatest group being English (67%).

Findings
Communication - Newsletter
• 74% read weekly or daily; others read it as needed
• Some improvements were suggested, including, direct electronic circulation, colour printing and information about more events
• Likes included, pictures, events and calendar
  “There is lots of information in the newsletter and I love the photos.”
  “I think the newsletter is a great link, no improvement needed. It must take a lot of work to produce.”

Communication - Written
• Some improvements included, don’t send so close to event, send electronically or have on website, improve spelling/grammar, improve the reliability of delivery
• Likes included, clear information and detailed information
• Some possible improvements included, having more parent/teacher interviews and having longer parent/teacher interviews
• Likes included, teachers are positive/friendly “Staff are always happy to talk to you at anytime”

Communication - Website
• Several improvements related to the ability to interact online, eg payments and ordering. There were also comments about having more regular updates, and notes being uploaded earlier and more regularly
• Likes included, the layout, information, navigation, colour, photos and newsletters

Communication - Email
• 94% of people surveyed use email
• Some improvements mentioned included, having email reminders about events, payment, etc, more class level emails and a secure portal for parents

Partnership
• Do you feel that you are in partnership with the school in relation to your child’s education? - 88% Yes
• Do we (school, P&C, School Council) create opportunities for you to be involved in the making of decisions about school policies and activities? - 93% Yes
• Suggestions to improve the partnership included, more teacher/parent talks and teacher/parent diary communication
• Suggestions to improve the opportunity to be involved included daytime/evening meetings, out of hours workshops and use of email
• Suggestions to improve the ability to volunteer, at least once a year, included, meet and greet group for families, make a roster for classes to take turns, parents take turns to mind other volunteers’ kids and weekend activities
• 6 stated that they were unable to volunteer due to work hours and/or younger children
• What volunteering opportunities have you participated in at NRPS?

Conclusions
Most people who participated in the survey seem very happy with the quality and level of communication offered by the school, School Council and P&C.

While there were no recurring themes within the parent responses, there was an indication that online communication should be used more often. The website should be more up-to-date and include more downloadable information.

Future directions
The school, School Council and P&C will continue to work together to serve the school community. We will endeavour to communicate effectively, and make more use of emails and the website.
School Council Uniform Review
The School Council’s recommendation

In making a recommendation to the principal, the council took note of the clear preference for the proposed alternative uniform that was expressed by the school community (and the particularly strong preference for the new uniform among students and parents in Years K-3, who will be the ones most affected by the change).

We were also influenced in our thinking by the aesthetic appeal of the proposed new alternative uniform, the practical difficulties the school has experienced in obtaining affordable and reliable supply of the brown items in the current uniform, and the advice from suppliers that the problems of cost and availability associated with a brown uniform will only get worse in years to come.

In the light of these considerations, the council voted unanimously in favour of the adoption of the proposed alternative uniform as the new uniform for North Ryde Public, and advised the principal accordingly.

David Starling – School Council president

Adult uniform preferences

![Adult Uniform Preferences Graph]

Student uniform preferences

![Student Uniform Preferences Graph]

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. All staff attended at least one regional PL course and the term Staff Development Days.

The development opportunities offered to staff directly supported and linked to our school targets or Centre for Excellence plans and/or specifically focussed on an individual’s area of need or interest.

During 2011 the staff actively engaged in a wide variety of courses, workshops and information sessions, including:

Leadership
- The executive team attended the Team Leadership for School Improvement. The modules of this course were then introduced to all teachers
- The inspirational Visible Learning by Professor John Hattie and Food For Thought network meetings were attended by executive team
- Assistant Principal Apprenticeship Program was completed by two aspiring executives

Curriculum
- The regional course, Reading In-Depth 3-6, was implemented by all 3-6 teachers
- Learning from the Best Start Guided Reading, Best Start Forum and Best Start Kindergarten Assessment courses was implemented by all K-2 teachers
- Staff sport skills improved after attending School Sport - Golf Level 1 and Softball Level 1 & 2 Coaching Accreditation

Technology
- Integration of technology was enhanced by learning from Quality Teaching with Web 2.0 Tools, Macquarie ICT Innovations Centre Bee-Bots Project, Using BlogED in the Classroom and Microsoft Excel 2010 Intermediate

Student Welfare
- Relevant staff upskilled by attending Apply First Aid Refresher, New Work Health & Safety Regulations and Bullying and Harassment
- Anaphylaxis and Emergency Care training was undertaken by all staff.

English as a Second Language (ESL)
- ESL support at North Ryde was ensured when most teachers voluntarily attended English Language Learners: ESL Across the Curriculum
- Our ESL teacher also attended Programming ESL and Assessing ESL Students

The school continues to significantly invest in developing the quality and professionalism of its staff, over and above the state allocation of an average of $700 per teacher.
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

2012 Targets to achieve this outcome include:

- At least 60% of Year 5 students have achieved expected growth or higher in their NAPLAN reading, spelling and writing results.
- This growth is also reflected across the whole school in school-based assessment.
- High achieving students in Year 3 2010 NAPLAN results have demonstrated high achievement in their Year 5 2012 NAPLAN results.

Strategies to achieve these targets include:

- Participation in relevant regional literacy professional learning opportunities
- Link with teachers from other classrooms/schools, during class visits, team teaching, combined PL sessions and via VC, to improve literacy expertise
- Implementation and associated professional learning of Literacy continuum
- School-based support for staff to use quality literature
- Allow time for staff to implement, consolidate and reflect on new strategies
- Teachers are supported to differentiate their literacy programs to cater for the needs of all students
- School and regional support for teachers to become more familiar with GAT teaching strategies
- School-based support for staff to become more familiar with quality teaching and the QT framework
- Sort resources into theme/text types to facilitate targeted teaching of comprehension
- Continue to purchase new reading and literacy resources as required
- Plot students on a continuum to ensure that there are no gaps in their learning
- Support the ongoing implementation of whole school literacy groups using reading resources that are levelled in theme/text types
- Integrate the explicit teaching of comprehension and vocabulary into spelling programs
- Teachers provide a range of opportunities for students to try to persuade an audience (their class or other classes, perhaps via VC) through writing, discussing and debating topics, using a variety of stimulus, eg photos, news articles, BTN, stories
- Teachers are provided ongoing support to analyse NAPLAN data to determine appropriate school and individual targets
- Continue to support K-2 homereading program, Parent Reading Tutor program and Buddy reading program

School priority 2 - Numeracy

Outcome for 2012–2014

Increased levels of numeracy achievement for every student

2012 Targets to achieve this outcome include:

- At least 65% of Year 5 students have achieved expected growth or higher in their NAPLAN numeracy results.
- This growth is also reflected across the whole school in school-based assessment.
- High achieving students in Year 3 2010 NAPLAN results have demonstrated high achievement in their Year 5 2012 NAPLAN results.

Strategies to achieve these targets include:

- Participation in relevant regional numeracy professional learning opportunities
- Participation of Year 2 and Year 3 teachers in Count Me In Too Online
- Implementation and associated professional learning of Count Me In Too
- School-based support for staff to implement numeracy groups, Newman’s Analysis and the CAMS assessment/program
- Continued team-based professional learning to embed “Working Mathematically” into teaching / learning programs
• Allow time for staff to implement, consolidate and reflect on new strategies
• Teachers are supported to differentiate their numeracy programs to cater for the needs of all students
• School-based support for staff to become more familiar with quality teaching and the QT framework
• Teachers regularly implement tasks and standardised tests to assess student progress and understanding
• Teachers are provided ongoing support to analyse NAPLAN data to determine appropriate school and individual targets
• Purchase new resources as required
• Provide opportunities for students to engage in extra numeracy/problem solving challenges

School priority 3 - Assessment For Learning

Outcome for 2012–2014
Improved student understanding of, and engagement in, their learning

2012 Targets to achieve this outcome include:
• Students are visibly engaged and can articulate the purpose of their learning
• Teachers are provided with professional learning to identify, develop, implement, evaluate and reflect upon quality assessment strategies to achieve these targets include:
  • Development, implementation and collation of a pre and post priority survey asking about teacher knowledge of assessment
  • Participation in relevant regional professional learning opportunities
  • Implementation and associated professional learning of literacy and numeracy continuum
  • School-based support for staff to improve and develop:
    o rich, quality assessment tasks
    o relevant and useful marking criteria
    o the skill of backward mapping
    o consistent teacher judgement practices
    o reflection methods
  • Allow time for staff to implement, consolidate and reflect on new strategies

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, Highly Accomplished Teacher
Michelle Caruso, Assistant Principal
Marina Mattiuzzo, Assistant Principal
Jennifer Rubbo, P&C President
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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