2009 Annual School Report
Ryde Public School

NSW Public Schools – Leading the way
Acknowledgement of Country

Let us acknowledge the traditional custodians of this land, where the Aboriginal people have performed age-old ceremonies of storytelling, music, dance, celebrations and renewal.

Let us acknowledge this living culture and its unique role in the life of Australians today.
Let us acknowledge our Elders past and present and pay respects to those who have and still do guide us with their wisdom.

Messages

Principal's message
Ryde Public School is an outstanding learning community where the students are constantly challenged, extended and nurtured, and given every opportunity and encouragement to grow and develop academically, personally, creatively and physically. Students at Ryde Public School are strongly engaged in their learning and this is evident through their high levels of participation, achievement and attendance.

This strong engagement of students to their learning has been achieved by providing learning experiences that are inclusive, suit a range of learning styles and maximise the utilising of technology, and occur in a variety of contexts both in and outside the classroom. A sophisticated level of computer infrastructure enhanced learning in all learning areas. Student learning is aligned with the Quality Teaching Framework with a strong emphasis on developing analytical and problem solving skills.

A positive learning environment is clearly evident in moving around the school and observing the interaction between all members of the school at all levels. The school’s culture has a commitment to the core values that are essential in creating a fair, equitable, tolerant and compassionate society. These core values are an integral component of the curriculum.

I have very much enjoyed my last two years as Principal of this very fine school and have particularly enjoyed the many opportunities to get to know the students and to support and encourage them in their many and varied endeavours. I have greatly enjoyed the wonderful spirit, vitality and enthusiasm of the students and have been so impressed by the passion that the staff have for the school and its community and by their strong commitment to provide the best education for the students.

I am very grateful to the members of the Ryde P&C for their dedication and tireless commitment.

It is with great pleasure that I present to the Ryde Public School community the 2009 Annual School Report.

I certify that the 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.

Mr J. Mularczyk
Principal

Our school at a glance

Students
The school enrolment at the end of 2009 was 375 students including 205 boys and 170 girls. The class of 2009 has now completed its primary schooling and is about to step out into the world of high school studies. We hope that they have used their time at Ryde Public School to have experienced as broad a range of extra-curricular activities as possible, whether sporting, creative arts, drama, debating or any of a myriad of music opportunities. In doing so, it is our hope that the work ethic, the teamwork, the development of their character and leadership qualities might stand them in good stead.
Staff
Ryde Public School has been richly blessed for many years, with outstanding staff in every position throughout the school, in the classroom, in support or administration functions, in welfare and counselling, and especially in executive. Our teaching staff is distinguished by:

- Professionalism, excellence and academic expertise;
- Passion about teaching through enrichment, choice and opportunity;
- Commitment to students through strong values; and
- Collegial support based on care and mutual respect for each other and students.

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

Significant programs and initiatives
The following aspects were considered exemplary.

- The TechnoPush initiative in the Opportunity Classes.
- The commitment by the teaching staff in the Reading for Life Project, Reading Recovery and Mandarin Language Programs.
- The rigour of the school’s technology programs, including the SMART Board initiative and Connected Classrooms project.
- The caring and inclusive Positive Behaviour for Engagement in Learning Program.
- The thoroughness of the review processes in support classes.

- The Ryde Secondary College Linkages Project.

Student achievement in 2009

Literacy Year 3
Overall literacy performance for Ryde Public School was 432.7 compared to the state average of 424.6. Trend data for reading indicated that Ryde Public School was 12.5 points above the state average. This is the highest in school history. In Reading 36% of all students were in the top band compared to the state average of 25%. Noteworthy was the strong upward trend of girls’ overall literacy and writing as the trend graphs clearly show.

In Writing 29% of all students are in the top band compared to the state average of 23%. In Spelling 44% of all students are in the top band compared to the state average of 25%. While in grammar and punctuation 27% of all students are in the top band compared to the state average of 22%.
Numeracy Year 3
Overall numeracy performance for Ryde Public School was 405.0 compared to the state average of 406.0. 21% of all students are in the top band compared to the state average 18%. Worthy of note is the strong upward trend of girls' overall numeracy performance, some 24.5 points above the state average. Refer to the graph below.

Literacy – NAPLAN Year 5
Overall literacy results for Year 5 were 27.1 points above state average. Ryde Public School boys averaged 516.3 compared to the state average of 490.1. In Reading, 34% of all students are in the top band compared to 13% across the state. In Writing, 23% of all students are in the top band compared to 10% across the state. In Spelling, 43% of all students are in the top band compared with 13% across the state. This is the highest in school history. As the trend graph below indicates, our results in writing were 19.6 above state average. Our added value rates for Year 5 students were also above the State average.

Numeracy – NAPLAN Year 5
Numeracy results for Year 5 continue to be outstanding with our result being well above the State and regional averages. In numeracy 56% of all students are in the top band compared with 16% across the state. These results again are the highest in school history. Of note is the strong performance of boys who achieved 93.5 points above the state average. Our added value growth rates for Year 5 students were exceptional.
The Ryde Public School P&C Association is widely recognised for its friendly, supportive and secure atmosphere. It is of great importance to us that we in the P&C help the teachers nurture self-confidence in each individual so they can pursue their studies with enthusiasm and pride. Our focus is on things that will have a direct benefit to students and we achieved this in a number of ways in 2009. Cake and Jelly Days were regularly held. Both Father’s Day and Mother’s Day were very popular once again. The Disco was a huge success. In total the P&C Association donated $10,000 to the school for the purchase of Interactive Smart Boards.

The Official Opening of the new school facilities was held in November, by John Robertson MP and Member for Bennelong, Maxine McKew. Our wonderful facilities include an upgrade of the administration building, new classrooms with small computer labs, car park and beautifully landscaped gardens. This project, which was jointly funded by the State and Australian Governments, saw nearly $7 million spent on our school.

The P&C continues to pay tribute to the outstanding work and dedication of the school leadership team, the teachers and staff. Their enthusiasm for their professional work and their generosity in adapting to and embracing innovation and change is greatly admired by the school P&C.

The school gave a sad farewell to Mr. Mularczyk, our Principal. There was no way to graciously bid farewell to the man who had such a strong vision for our school, from its planning to its reconstruction. Ryde Public School came together with a heavy heart to wish him a final goodbye.

We see education at Ryde Public School as being a team activity where a student’s parents are very much a part of the team. We continually strive to enhance the quality of our communication with families. We value the opportunity to show visitors over the new school and would be delighted to welcome you to our next meeting.

Alice Khatchigian
P&C President

Student representative’s message

That Thursday was one of the best days of our lives. After recess we walked into the hall with fourteen other hopefuls, feeling excited and a little nervous. We recited our speeches and hoped for the best. It was a few hours later when we heard the news. The School Captains were Isabella Devine-Poulos and Rahul Singh and the Vice-Captains were Rebecca Williams and Jordan Teki. We were ecstatic.

We’ve had lots of great experiences, like leadership camp. We learnt many valuable leadership lessons there, and met so many great people whom we’ve seen since. We also went to National Young Leader’s Day with Isabella’s Mum. It was at the Entertainment Centre in the city. We were spoken to by Natalie Cook OAM, Bridy Carter, James Roy, Mark Beretta and more. It was extremely enjoyable!

We also went to State Parliament House to see ‘Question Time’ in action. It was exciting. After that we got to have afternoon tea with Victor Dominello MP, the local member for Ryde.
We’ve had good experiences at school too.

We run the School Representative Council and the assemblies. We organised two mufti days and bought two extremely good quality noticeboards.

Our captaincy has been good and we will savour it until the last bell on the last day of school. Thank you everybody who voted for us and enabled us to be the Captains and Vice-Captains of our school. We are so thankful because so many opportunities and experiences have come from it. 2009 has been a great year.

Isabella Devine-Poulos

School context

Student information

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

Student enrolment profile

Student enrolment declined with the redevelopment of Top Ryde Shopping Centre and the school major capital works program. It is predicted that this trend will end in 2010.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>247</td>
<td>251</td>
<td>238</td>
<td>229</td>
<td>203</td>
</tr>
<tr>
<td>Female</td>
<td>241</td>
<td>262</td>
<td>227</td>
<td>202</td>
<td>172</td>
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</table>

Management of non-attendance

Regular attendance at school is essential if students are to maximise their potential. Ryde Public School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, teachers, as a part of their duty of care, monitor part or whole day absences.
The school discipline policy addresses attendance issues, including truancy. It provides strategies for encouraging good attendance and establishes structures and procedures that support teachers in addressing issues of student non-attendance.

The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Early telephone contact with parents is one means of achieving this. If a range of school based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the regional Home School Liaison Program.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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>JA</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>JD</td>
<td>1</td>
<td>16</td>
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</tr>
<tr>
<td>JD</td>
<td>2</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>JT</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>KMG</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
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<td>MA</td>
<td>3</td>
<td>13</td>
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</tr>
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<td>4</td>
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</tr>
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<td>6</td>
<td>16</td>
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<td>13</td>
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</tr>
<tr>
<td>SN</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Note: Class size data are as provided by schools in the annual class size audit.

Structure of classes

Class names at Ryde Public School reflect stage groupings: Kindergarten (Early Stage 1), Junior (Stage 1), Middle (Stage 2) and Senior (Stage 3). There are several classes within the school that are available to eligible students from other schools in the region. Classes SA and SPL are opportunity classes (OC) for gifted and talented students; SD and SR are IM support classes for students with a mild intellectual disability; and LM is a language support class for students with language disorders.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Student Support Executive Release</td>
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</tr>
<tr>
<td>Teacher Community Language</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Primary AP Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.564</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Primary Teacher of Language Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5.222</td>
</tr>
<tr>
<td>Total</td>
<td>28.682</td>
</tr>
</tbody>
</table>

No members of the school work force are from an Indigenous background.

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>56%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>44%</td>
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</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

Balance brought forward 212,658.91
Global funds 230,929.00
Tied funds 72,162.87
School & community sources 202,387.40
Interest 11,014.24
Trust receipts 27,504.15
School Operated Canteen 0.00
Total income 756,656.57

Expenditure

Teaching & learning
Key learning areas 48,333.55
Excursions 54,286.65
Extracurricular dissections 44,565.61
Library 4,382.11
Training & development 865.00
Tied funds 101,109.84
Casual relief teachers 55,089.26
Administration & office 42,687.12
School Operated Canteen 0.00
Utilities 57,499.67
Maintenance 8,738.25
Trust accounts 29,708.36
Capital programs 28,927.96
Total expenditure 476,193.38
Balance carried forward 280,463.19

Tied funds must be spent according to the conditions of the particular funding program: for example, teachers’ professional learning, inclusion of students with disabilities, student assistance scheme and computer coordinator.

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students. The carried forward balance includes the following commitments:

1. $35,066.26 in tied funds
2. $44,737.48 in unpaid salaries
3. $140,000 in asset replacement
4. $9,669.27 in unpaid invoices
5. $13,481.77 in unpaid orders

A full copy of the school's 2009 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.

School performance 2009

Achievements

Arts
The wide range of performing arts on offer at Ryde Public School provide the students with wonderful opportunities to be part of a team, to work collaboratively and to develop important presentation and performance skills that will be invaluable throughout their lives.

Drama
This year audiences were treated to a hugely entertaining theatrical production. The Potato Conspiracy was an excellent showcase for the breadth and depth of talent available. The actors and dancers tackled the very challenging script with such skill and mastery that it belied the fact that these were young students at work. Their beautiful dancing, very credible acting and professional attitude to the task could easily be attributed to a more mature adult cast on any stage. The full house audiences in each session were stunned by the high performance standard and relished the humour, wit and drama of this clever combination.

Music
An integral part of the music program included participation in the Musica Viva performances. These programs enriched the students’ exposure to different musical cultures and styles. This year Teranga group and the Song Company were featured.
State Schools Junior Singers
Mendy Atencio was selected for an elite vocal group called the NSW State Schools Junior Singers.

Dance
The Ryde Public School Dance Group, under the leadership of Mrs Stoyanoff, performed admirably at Ryde Schools’ Spectacular. It was wonderful to see so many students enjoy the chance to share their talent in front of a capacity filled Sydney Opera House. After weekly lessons, students were able to perform dance moves from a variety of styles, including Rock and Roll.

Recorder Group
A group of 58 students played in the 2009 Festivals of Instrumental Music Recorders at the Sydney Opera House as part of a combined group of over 300 players, under the capable supervision of Mrs Pocknall and Mrs Arnott.

K-2 Concert
The staff took every opportunity to extend and challenge their students and involve them in a number of performances. A feature was the K-2 Concert during Education Week. This included songs and dances performed by class groups. Performances again demonstrated the breadth and quality of music performance at Ryde Public School. This concert gave every student in the large ensembles and choirs an opportunity to perform in the school hall.

Sport
The wide variety of sports offered in 2009 continued to emphasise the commitment of Ryde Public School to the health and well-being of all students. The sporting programs offered were based on teamwork, spirit, values, skills and self-discipline. The school has a long sporting tradition, competing in annual swimming, athletics and cross country carnivals, school sport competition, Inter-school sport Primary Schools Sports Association (PSSA), Zone, Area and State sport.

Swimming
2009 was a highly successful year in swimming, not only in terms of results, but the increased participation of students. The school carnival was held at Dence Park pool. The friendly and fierce competition between Houses was evident in and out of the water. The winning House for the 2009 carnival was Farr. Some outstanding individual performers at the Zone Carnival were: Edson Wu, Allen Guo and Dominic An, who all swam at Area carnival.

Athletics
Our own athletics carnival proved to be an excellent preparation for Zone, Area and State championships. After many great performances at the Zone carnival Mikayla Mestousis, Justin Sunderland, Jack Jasper, Amanda Puno, Karen Wu and Sarah Catelli went on to compete at the Area Carnival. The outstanding achievement of the year was Mikayla Mestousis once again competing at the State PSSA Athletics Carnival.

The winning House at the school carnival was Farr, with Forbes runner up.

Cross Country
60 students represented Ryde Public School at the Zone Cross Country. The outstanding
performers were Mikayla Mestousis and Justin Sunderland, who both went on to represent the school at the Area Cross Country carnival in Gosford, where they competed with tenacity.

**Hockey**
Geoff Merchant was selected in the Sydney North Area Hockey Team, to play at the State carnival. He was also selected to play in a State hockey squad.

**Fruit Break**
A morning fruit break was continued this year. This allows students to eat fruit (or vegetables) at a predetermined time in the classroom. Fruit breaks help with performance, behaviour and concentration as well as health. As part of this program we participated in Applequest, learning about the processes involved in apple production as well as enjoying eating free apples.

**Premier’s Sporting Challenge**
Once again we participated in the Premier’s Sports Challenge with all classes doing their utmost to ensure that students stay active every day. The program encourages and rewards all participants to lead a more active lifestyle, both at school and at home.

**Other Exceptional New Facilities**
Set in 8.5 hectares our exceptional new facilities are designed to foster an idyllic school atmosphere.

**Chaplaincy Program**
The National School Chaplaincy Program operated with two youth workers who assisted our school community to support the wellbeing of our students, including strengthening values, providing greater care and enhancing engagement with learning. Several students participated in comprehensive skill-based programs which include strategies on assertiveness, conflict resolution, anger management and peer mediation. The welfare program was supported by several parenting initiatives, including a focus on multicultural families.

**Reading Recovery**
Reading Recovery is an early intervention program designed to reduce reading failure for students most in need of literacy support after one year at school. The program aims to accelerate students’ progress to the average level of their class as quickly as possible so that they may obtain maximum benefit from classroom instruction.

This program has been operating in the school for 18 years. This year 20% of Year 1 students had individual access to reading tuition. The Support Teacher Learning Assistance has tracked and supported reading recovery, ESL, counsellor referred and special reading program students.

**Ryde Secondary College Linkages Program**
The School Linkages Program was established as part of a proactive approach to address the issue of Year 6 to 7 transition in our school. The development of genuine partnerships with our local high school has helped us to build strong curriculum links across the schools and create a K-12 learning community with many benefits for current and future students attending our schools.
Ryde Secondary College School teachers have delivered lessons in food technology, visual arts, public speaking and physical education to Stage 3 students on a routine basis. Year 6 support students attending Ryde Secondary College completed a highly successful transition program during Term 4.

Opportunity Classes (O.C.)
The special class for gifted students (O.C. Class) is a regional resource administered by the Selective Schools Unit. Opportunity classes provide intellectual stimulation and an academically enriched environment for academically gifted and talented children in Years 5 and 6. Students in this class are encouraged to work independently, researching topics within the curriculum and at times more advanced topics.

Creative thinking skills are developed using a number of thinking strategies, Bloom's Taxonomy, Multiple Intelligences, and De Bono's Six Hats. The class enjoys many educational excursions, guest speakers and ‘special days’.

A feature this year was TechnoPush. The KDC-NRMA Technology Challenge is an exciting program where students, teachers and local communities work together to design and construct a vehicle to detailed specifications. It requires a team effort including all students, and promotes a connected outcomes approach. Pushcarts have provided many hours of enjoyment for students. A pushcart is a billycart that is designed to be pushed by one person and steered by another seated in it. As with many products, science and technology have contributed to the evolution of the pushcart.

In November four students spoke at the Henry Parkes Primary School Citizenship Convention. The convention was held in the Legislative Council Chamber, Parliament House, Sydney. This year’s theme was “Looking into the Future: the voice of youth in our democracy.”

Support Unit Classes
Three support classes operate within the school. Students can receive placement in these classes after their applications, with supporting test evidence, are reviewed by a selection panel. The language class caters for students in Years K-2 who have a diagnosed language disorder. Students in the class receive instruction in all the Key Learning Areas, but are provided with activities that particularly focus on language development. The other two support classes in the school are for students in Years 2-6 who have a mild intellectual disability. Smaller class sizes and special education teachers ensure all the students are provided with individual education programs (IEPs) targeting their needs.

Enrichment Classes
Ryde Public School's enrichment classes have made a significant difference in the educational experiences of many of our students, by providing a range of support programs for students with
different learning needs. Students are offered support in a variety of academic areas including our innovative Gifted Education program co-ordinated by Ms Barltrop. This program provides a wide range of enrichment, extension and interest programs for students across Years 1-4.

This is achieved through Individual Learning Plans based on higher order thinking skills. Gardener’s Multiple Intelligence principle underpins this learning enrichment program that covers all the Key Learning Areas.

**Competitions**

In International Competitions and Assessments for Schools in Mathematics 9 students scored a high distinction and 52 students a distinction, with a further 33 receiving a credit. In Spelling 6 students scored high distinctions, 33 distinctions and 48 a credit, and in English 4 high distinctions, 30 distinctions and 50 credits. Our school results were above the State average for all tests. As just over 110 students sat each test, these are exceptional results.

**Australasian Problem Solving Mathematical Olympiad**

The continuation of strong results achieved in Mathematics demonstrates the academic calibre of our curriculum and students. Two students received a perfect score, 20% of students scored in the top 10% with an additional 60% in the top 25% of all competitors.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

In Year 3, 47 students sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in literacy (reading, writing and language). 22 were boys and 25 were girls, 37 students were identified as speaking a language other than English and one child identified as Indigenous.

Student engagement in literacy will continue to remain a focus in 2010. Literacy sessions will be based on the Quality Teaching Framework and organised to make the best use of support staff who will apply their expertise within the classroom.

In reading 55% of students performed in the top two bands compared to 48% across the state. Girls performed significantly better than boys.

As the table below demonstrates, the school performed strongly in spelling. Some 63% of students performed in the top two bands compared to 51% for the state. Only one student achieved in the lowest band. In grammar and punctuation 50% of students performed in the top two bands. In writing 64% of students achieved in the top two bands compared to 52% across the state.
Numeracy – NAPLAN Year 3
The performance of Year 3 students in the National Assessment Program - Literacy and Numeracy (NAPLAN) indicated that the majority of students at Ryde Public School generally have good numeracy skills compared to State average.

48 students from Year 3 at Ryde Public School completed the NAPLAN in numeracy. 23 were boys and 25 were girls, 38 students were identified as speaking a language other than English and one student identified as Indigenous.

The percentage of students in the highest three achievement levels was 61% compared to the State average of 65%. 22% of boys were in the top band compared to the State average of 20%. While 20% of girls were in the top band compared to the State average of 15%.

Year 3 results indicate girls generally outperformed boys in the numeracy areas assessed. This trend was continued in measurement with 16% of girls in the top band compared to the State average of 11%. The (NAPLAN) results revealed a discrepancy between the achievement of boys and girls in numeracy. This is an area that will be addressed as part of the school target setting process.

Refer to Target 2.
Literacy – NAPLAN Year 5

Numeracy – NAPLAN Year 5

Our wonderful performance in numeracy is something that the school should be proud of.
NAPLAN and whole school assessment results show that multiplication, division, mass, fractions, length and area are real strengths. These results attained by the students of Ryde Public School display that the 2009 target to improve students’ understanding of measurement was very successful. The graph below highlights the strong performance of the Opportunity Class.

Progress in Literacy
30 students sat for both the Year 3 and Year 5 NAPLAN at Ryde Public School. This represents only 47% match of Year 5 students. 40.0% of students tracked from Year 3 to Year 5 achieved a growth over time above or equal to one and a half skill Bands in the reading and literacy component.

Writing
Students in both Year 3 and Year 5 performed well above state average in writing. Of the 30 students tracked from Year 3 to Year 5 in the writing component, 46.7% achieved growth over time above or equal to one and a half skill Bands. This is an outstanding improvement and is an indication of the explicit teaching that occurs in each classroom.
Future Directions

Literacy will continue to remain a focus in 2010. The school will:

- Focus on higher order thinking skills to provide opportunities for students to evaluate, manipulate and transform texts;
- Pose questions that can have multiple answers or possibilities and ask students to justify their responses from a variety of sources;
- Identify areas of need for students using Reading Recovery levels and NAPLAN results. These areas are to be addressed through Common Assessment Tasks criteria at stage level and reading support programs; and
- Challenge students and build success by structuring learning through scaffolding and designing open-ended tasks that enable a range of responses.

Refer to Target 1.

Progress in numeracy

Of the 30 students identified as completing Year 3 NAPLAN in 2007 and the Year 5 NAPLAN in 2009, 60% of those students had an increase of 1.5 Skill Band or better. 70.6% of the boys achieved a gain of 1.5 Skill Band or better and 46.2% of girls achieved an improvement of 1.5 Skill Bands or better.

These strengths attained by the students of Ryde Public School display that the 2009 target to improve students’ understanding of measurement was beneficial, worthwhile and achieved.

From these results the school target for 2010 has been constructed in consultation with the Mathematics committee. It involves:

- Cooperative programming and ongoing professional development in the development of rubrics for assessment of measurement and space;
- Ensuring that teaching programs incorporate ‘rich learning and assessment tasks’ in the working mathematically lessons; and
- Utilising the comprehension skills implemented in literacy to enhance understanding of mathematical problems.

Refer to Target 2

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009 At and Above Minimum Standard.**

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<thead>
<tr>
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<tr>
<td>School</td>
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<td>109.8</td>
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<tr>
<td>State</td>
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<td>77.3</td>
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**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009 At and Above Minimum Standard.**

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<tr>
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<tr>
<td>Numeracy</td>
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Future Directions

The strengths in Mathematics as demonstrated from the 2009 NAPLAN and whole school assessment results are: whole numbers, measurement, multiplication, position, time, addition, position and fractions and decimals.
Significant programs and initiatives

Aboriginal education
Aboriginal studies continue to be embedded and integrated across the curriculum. Our Aboriginal community held a celebration concert to recognise the richness of Australia's Indigenous heritage and culture during NAIDOC week. Guest speakers addressed the school community at an assembly, played didgeridoos, performed dances and told stories.

Personalised learning programs were also written for our two Aboriginal students and these students continued to be supported through the Outreach Volunteer Program.

Multicultural education

Ryde Public School is culturally and linguistically diverse. The school population is characterised by increasing mobility and social interaction based on dynamic communities of cultural and social networks. Students at Ryde Public School originate from over 72 nations. Students speak approximately 41 different languages and follow at least four different religions.

The ESL (English as a Second Language) program assists all students whose first language is not English. Two specialist ESL teachers implement the program. Interpreter services are available for parents and carers of non-English speaking backgrounds, when discussing matters concerning their child at school. A full-time Mandarin teacher also supports students whose native language is Chinese. Some students have the opportunity to learn Mandarin as a second language. Ryde Public School was proud to host a Multicultural Day. Our school recognises a growing demand to represent the needs of culturally and linguistically diverse communities and Multicultural Day was successful in bringing some of those people together to share stories and exchange information. This truly inspiring event attracted people of all faiths, languages and cultures.

The school celebrated Harmony Day with a special assembly that focused on exploring what it is we value as a community and as Australians. The students spoke of the following values: commitment, goodwill, diversity, community, harmony, integrity, doing your best, a fair go for all, freedom, honesty and trustworthiness, respect, responsibility, understanding, tolerance and inclusion.

Respect and responsibility
At Ryde Public School, we seek to build a responsible, self-disciplined and outward looking school community in which students have freedom to grow. Student’s individuality is respected and promoted, always within the context of class and other groups. Within this framework of individual growth, constructive relationships are developed with peers, across grades, and with adults. Social skills are considered an important learning area, with a range of opportunities provided to instruct and nurture appropriate and positive interaction in all domains.

Ryde Respect, the school’s code of conduct, continues to permeate all aspects of school life. Ryde Respect is a set of values developed by the students and endorsed by parents and staff. Students are taught to respect themselves, others and the environment.

This year saw the introduction of the Positive Behaviour for Engagement in Learning (PBEL) Program. This is a school-wide behaviour initiative currently in use at a number of Northern Sydney schools. It employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBEL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

Other programs

Reading for Life
Reading for Life is a volunteer community reading program. Unilever Australasia joined with Learning Links, a children’s charity and learning specialist, to fund the training of volunteers from businesses or the community to become reading buddies to selected children and work with a child one-to-one for 45 minutes each week for between 10 and 15 weeks. The activities offered engage and interest children and encourage them to do their best and have a go in a supportive environment.

In 2009 we have been fortunate to have had 9 students supported through this initiative over Terms 2 and 3; four students from Year 2 and five from Year 3.
The students enjoyed the program and looked forward to their time with their buddy each week. They have also recognised the difference their improved skills have made to other tasks in their classroom that involve a reading component. We were very fortunate to have had a keen and generous group of community volunteers, sponsored by a retired local gentleman who was also one of our buddies. This enabled us to provide this additional encouragement for our students who would otherwise not have had access to the focussed support this program was able to give them.

This program runs with the generous support of Graeme Cruise.

SPARK Program

Spark is a reading program for primary school students who would benefit most from developing their literacy and conversational skills, along with building their vocabulary. Reading mentors provide encouragement for a student to engage further in their schooling and community through improved language skills and personal development. Two volunteers from member companies are matched with primary school students to provide one-on-one reading mentoring and support. Every week, for two terms, the volunteers alternate visiting the school and reading with the student for an hour.

Public Speaking and Debating

All students participated in talking and listening programs, which involved news or preparing and delivering speeches. Valuable skills were gained in the areas of oral language, reading and writing.

Students from Years 3 to 6 were then chosen to give a prepared and impromptu speech at the school public speaking competition. This year the school participated in three debating competitions – the Premiers Debating Challenge, the Ryde District Debating Competition and Ryde District Friendly Debating Competition.

City of Ryde Excellence Award for Citizenship

A representative of the City of Ryde presented an Excellence Award for outstanding achievement in the field of sport to Geoffrey Merchant.

Progress on 2009 targets

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Target 1
To move school-wide engagement in reading from variable to widespread.

Our achievements include:

- Reclaiming teaching and learning time by reducing interruptions during literacy sessions.
- NAPLAN data indicated that 85% of Year 3 students achieved in the top 4 bands, with 40% of girls in the top band and 32% of boys in the top band. While in Year 5 reading 81% of students achieved in the top 4 bands, with 34% of boys in the top band and 35% of girls in the top band.
- Added value student performance was 1.5 above the state average. Boy’s added value growth rate was 89.9 compared to the state average of 88.2. Girl’s added value growth rate was 88.3 compared to the state average of 87.2. A total of 56.7% of students progressed at or exceeded minimum growth.
- Further teacher professional development in increasing student engagement and raising expectations as outlined in the Quality Teaching framework.
- Identifying areas of strength and weakness in NAPLAN data and matching with follow-up materials.

Target 2
To increase the proportion of boys in Stage 3 that equal or exceed State average growth in Mathematics from Year 3 to Year 5 by 10% through a focus on Space and Measurement outcomes.

Our achievements include:

- Whole staff workshops in NAPLAN data analysis including: identifying aspects of measurement and space underperformance, utilising data for student cohorts and providing focused support in these areas. This resulted in boys’ added value performance achieving 135.1 points compared to 96.7 points for the state.
• Developing a whole school understanding of successful boys education strategies through implementation of Success for Boys Program. This resulted in 70.6% of boys achieving above or equal to expected growth.
• Increasing the range of resources available to support the practical, hands on teaching of Space, Geometry and Measurement.
• Releasing teachers in grade groups to view best practice demonstration lessons and debrief to facilitate deeper understanding. This resulted in 58.8% achieving in the top 75th percentile range.
• Cooperative programming and ongoing professional development in the development of rubrics for assessment of measurement and space.

Target 3

80% of students at risk play responsibly and happily, resolve incidents respectfully and handle transitions appropriately.

Our achievements include:
• Explicitly teaching skills in playground games by providing opportunities for students to participate in structured play programs has reduced incidence by 80%.
• Embedding teaching of Bounce Back Social Skills Program for students at risk with a particular emphasis on conflict resolution and resilience.
• Developing consistent assertive playground and transition management practices.
• Implementing the reviewed student welfare policy which reflects Positive Behaviour for Engagement in Learning initiative. The following graph identifies priority areas for improvement in 2010. Refer to Target 4.

Target 4

To improve students’ engagement in learning using Interactive Whiteboards and Connected Classrooms’ technology.

Our achievements include:
• Upgrade of school technology infrastructure to enable it to be remotely managed and the installation Interactive Whiteboards in every classroom.
• Teachers were provided with best practice training in the pedagogical use of interactive whiteboard technology to enhance student engagement through the Macquarie Technology Centre, collegial mentors and team teaching.
• Expanding opportunities for students to use Connected Learning Conferencing software to create cooperative work samples.

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 2009 our school carried out evaluations of Learning through Interactive Technologies and Mathematics.
Educational and management practice
Learning through Interactive Technologies

Background
Ryde Public School has invested considerable resources into technology during 2009, including the installation of an expanded broadband network, Video Conferencing and the purchasing of interactive SMART Boards. The teachers at Ryde Public School believe that the effective use of information communication technology is essential to equip our students with the skills, understandings and values necessary to fully engage with the twenty-first century.

The training of teachers to be computer literate and capable of fully integrating computer technology into classroom work has been a major focus of planning and professional learning. This evaluation was designed to determine whether pedagogy was changing to meet these challenges.

Findings and conclusions
The 95% of respondents were extremely positive about the effects of SMART Boards on teaching and learning. There was a strong link between the levels of enthusiasm and the number and location of boards within our school. Those comments that were critical were from those with limited access to a board or no boards. All stakeholder groups were overwhelmingly in agreement that:

- The ‘fun’ element has returned to the classroom. Staff commented that interactive boards affect learning in several ways, including raising the level of student engagement in a classroom, motivating students and promoting enthusiasm for learning. More experienced users spoke about interactive boards supporting many different learning styles.
- The classroom, where the board is the site for teaching and learning, has produced the biggest changes. The feedback from teachers reflects the impact that the boards have had on their professional practice and student learning.
- All teachers who used the boards commented on the positive impact on their lesson preparation, range of resources used, delivery and the effects on student learning. These effects had continued even after students had become used to the boards.

All of the teachers who responded to the survey felt that learning had been transformed. They spoke of the support for the range of learning styles, the fact that lessons became more interactive, and that learners had a role within the classroom as something other than passive recipients of knowledge.

Future directions
The boards are seen as technology that empowers students, affords them creativity and enables them to provide learning experiences that better met the needs of all of their students.

The teachers who are most heavily committed to the use of Interactive SMART boards all stress the relationship between the Quality Teaching Framework and successful deployment within the classroom: that lesson preparation is facilitated and that materials can be re-used. The results of the surveys give clear direction for action in 2010. These are:

- Teachers will continue to focus on the Quality Teaching model and incorporate SMART Boards into their teaching and learning in all Key Learning Areas.
- Students will be given opportunities to use SMART Board software in a range of learning situations.
- Teachers will continue using SMART Boards to engage all students and to provide group learning activities.
- Opportunities will be provided for parents to understand the use of SMART Boards in teaching programs.

See Target 3.

Curriculum
Mathematics

Background

Analysis of NAPLAN data from 2008 indicated that boys in Stage 3 were underperforming in comparison to other Key Learning Areas. A key target for 2009 was the improvement of student learning outcomes in space and measurement for Stage 3.

To address this, the decision was made to implement a program specifically targeting space and measurement strategies in Year 5 and 6 classrooms supported by intensive boys’ education training. As part of this program, the school applied for, and was successful in gaining, funding for this initiative.

All parents (38% of families responded), teachers as well as all students K-6 were surveyed, with the following percentages of respondents in agreement with survey statements:

Findings

In the parent survey, families agreed that:
- Mathematics was an important subject for their child (100%) and that their child enjoyed Mathematics (82%);
- Their children have developed new skills in Mathematics this year (96.5%); and
- Only 66% understand how Mathematics is taught at school and are confident to assist their child with Mathematics at home.

The students agreed that:
- It was important to learn Mathematics (98%) and that they enjoyed this subject (75%); and
- That they had learnt new skills this year in Mathematics (98%).

Teachers agreed that:
- They were confident in teaching Mathematics and assisting students to reach appropriate stage outcomes;
- Assessment procedures contributed to the evaluation and development of class programs (100%) and those students’ numeracy needs are identified as a driving force of teacher professional learning;
- 84% commented on the link between language acquisition and performance in Mathematics;
- 81% said that student attitude to Mathematics has improved; and
- 76% of teachers agreed that resources were adequate to teach all curriculum strands in Mathematics.

Future directions

A number of common themes emerged from the data as possible sources for the development of school pedagogy. The explicit teaching of numeracy is to remain an ongoing focus of teaching and learning at the school. Areas for the school to address in 2010 include:

- Teaching of Mathematics should be regarded initially as an extension of the teaching of language;
- Professional learning K-4 which focuses on collaborative development of classroom Mathematics programs, using the Learning Support model;
- Refocusing on ‘Count Me In Too’ activities for Early Stage One and Stage One teachers undertake ‘Count Me In Too’ consolidation professional learning;
- Continuing to identify and to provide enrichment programs for gifted and talented students and support programs for those students working below grade level; and
- Analysing NAPLAN results and sharing analysis with school and Ryde Secondary College staff.

The enhancement of numeracy and language skills has been identified as a target for 2010.

(Refer to Target 2)

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. Ninety seven families responded to the satisfaction survey across all grades. Statements included ‘My teacher teaches me skills to help my learning’, ‘My teacher helps me when I am having difficulties’, ‘My teacher expects me to work hard’, and ‘Ryde expects students to act responsibly’. These areas were also areas rated highly in the 2008 survey completed by 81 families. Areas of improvement identified by the families include giving students regular and constructive feedback, having time for students to reflect on learning and a consistent application of technology. The graph below reflects perception data to “My Child is safe at
School. Series 1 refers to Strongly Agree- Series 2 Agree Series 3 Disagree and Series 4 Strongly Disagree.

The reasons given indicate a high degree of satisfaction with the good name of the school and its level of care and educational provision. Many parents comment that the school has been highly recommended to them by parents of students presently enrolled.

Staff morale is high and a very positive and collaborative climate exists. Staff participate actively and willingly in extra-curricular activities and demonstrate great loyalty to the school.

The graph below demonstrates the high levels of satisfaction to the statement “My school has made positive changes this year”.

High satisfaction ratings were obtained from questions relating to approachable staff, well managed, informative reports, teachers committed in their approach to teaching, the school’s high expectations for the students and having a fair student welfare policy. Positive feedback was given to the statement “The school teaches and promotes core values”.

**Professional learning**

Professional reflection and growth, developing one’s career path and constant learning are some of the characteristics demonstrated continually by Ryde School staff. This learning occurs in both formal and informal situations. Seminars attended ranged from leadership courses, to literacy sessions, to challenging Mathematics workshops and reporting sessions. In 2009 staff members have shared their expertise in various formats at professional development reporting sessions throughout the year.

The ongoing development of staff proficiency in SMART Boards and Connected Classrooms has been a priority.

Teachers were engaged in such experiences as: Occupational Health and Safety training, Child Protection updates, Code of Conduct workshops, Anaphylaxis training and Count Me In Too and Counting On training. Other professional learning experiences have included: Jolly Phonics and SMART data analysis.

Staff Development Days centred on school targets. This included vocabulary development, technology updates, boys’ education strategies, Mathematics and writing.

Opportunities to engage in professional learning were eagerly sought by administration staff and included LMBR, ERN and the introduction of SMART buy software.

**School development 2009 – 2011**

The purpose of the Ryde Public School Plan 2009 – 2011 is to guide the development of policies, procedures, structures; programs and strategies that support student learning. The school development plan is responsive to state and regional priorities. Initiatives, outcomes and programs resulting from the implementation strategies are reviewed annually as part of the cycle of self assessment, annual reporting and planning.

This Strategic Plan builds on the strengths and successes of our past and projects into the future. It has been developed after a comprehensive process which has engaged the whole school community. The Strategic Plan 2009-2011 has established four key goals and a set of initiatives for the next three years aimed to guide the development of the school in teaching and learning, resources and environment, leadership, values and culture.

The following were identified as directions that have to be addressed if we are to preserve our traditions, be true to our core values and achieve our objectives while meeting the needs of the times.
**Targets for 2010**

**Target 1**  
**To improve students’ added value performance in literacy in the top 75**

th percentile band from 26.7 to 36.7 through an emphasis on higher order thinking skills, technical language, imagery, similes and metaphors and the implementation of school wide reading.

Strategies to achieve this target include:

- Ensuring explicit instruction in all aspects of literacy across all grades;
- Focussing on higher order comprehension skills in order to provide opportunities for students to evaluate, manipulate and transform texts;
- Posing questions that can have multiple answers or possibilities and asking students to justify their responses from a variety of sources;
- Identifying areas of need for students using Reading levels, DIBELS and NAPLAN results;
- Designing open-ended tasks that enable a range of responses;
- Differentiating small group reading instruction occurs within class reading programs;
- Stage teams to collaborate to program these essential elements;
- Resources developed/acquired to support this instruction;
- Supplemental programs run within each stage for identified student needs;
- Identifying students working beyond Stage level and providing appropriate learning experiences; and
- Professional development for teachers and parents on literacy strategies.

Our success will be measured by:

- Increasing in student knowledge of higher order thinking tools strategies is evident in work samples;
- Teachers use of cognitive strategies and key reading ideas are consistently found in programs;
- Increasing in literacy performance in the top 75th percentile band from 26.7 to 36.7; and
- Parents reporting increased confidence and ability to support their students with reading and literacy skills at home as a result of attending Reading Workshops.
- Evidence of differentiated programming and increase in students meeting benchmark levels.

**Target 2**  
**To improve performance in numeracy of boys K- 3 in the top two skill bands from 35% to 45% by systematically embedding vocabulary development in the working mathematically strand.**

Strategies to achieve this target include:

- Focussing professional learning on components of the working mathematically strand, with a particular emphasis on the language of problem solving;
- Whole staff workshops in NAPLAN data analysis including: identifying aspects of working mathematically underperformance, utilising data for student cohorts and providing focused support in these areas;
- Releasing teachers in grade groups to view best practice demonstration lessons and debrief to facilitate deeper understanding;
- Cooperative programming and ongoing professional development in the development of rubrics for assessment of measurement and space;
- Ensuring that teaching programs incorporate ‘rich learning and assessment tasks’ in the working mathematically lessons; and
- Utilising the comprehension skills implemented in literacy to enhance understanding of mathematical problems.

Our success will be measured by:

- Improved student performance in numeracy as reflected by ongoing class assessments, including work sample analysis;
- Increased performance in numeracy skill bands 5-6 in Year 3 for boys in external tests to 45%, from the 2009 average of 35%; and
- Decreased percentage of boys achieving in the bottom two Bands in overall numeracy Year 3: from three year average of 35% to 25%.

**Target 3**  
**To use the Quality Teaching Framework to move all students’ engagement in Information and Communication Technology (ICT) from varied to widespread.**

Strategies to achieve this target include:

- Provision of an Interactive Whiteboard (SMART Board) in every classroom, supported by technology training for all staff;
- Utilise Video Conferencing to connect learning to what is meaningful and interesting to students, including people with expertise, community events and regional events;
- Improve teachers’ skills in the understanding of the Quality Teaching Framework and identify best practice in the classroom across the school and network;
- Negotiate varied roles within groups to enhance inclusion and support for all students and joint ownership of tasks, such as in WebQuests; and
- Further develop teacher capacity in the use of information communication technologies to
improve learning and teaching through enhanced quality professional learning, Macquarie University ICT Centre tutors and staff mentors and access to curriculum resources.

Our success will be measured by:
- An increase in access to SMART Board and student multi-media technologies are evident in work samples;
- Increased confidence and skills of staff as evidenced by their ability to conduct quality lessons for students using the Quality Teaching Framework approach; and
- Sharing by staff of successful lessons using this technology on the school Intranet.

Target 4
96% of all students at risk demonstrate autonomy and initiative in regulating their own behaviour and lessons proceed without interruption.

Strategies to achieve this target include:
- Analysis of playground and classroom data collection over the last three years to determine areas for improvement and development;
- Continuing to explicitly teach through the Positive Behaviour for Engagement in Learning Program the new school rules and “how positive behaviour looks” in the classroom and non-classroom settings, through positive behaviour social skills lessons;
- Revision and enhancement of classroom student welfare policies and practices, including pastoral care, rewards and incentives, social skills training, co-operative learning and anti bullying;
- Providing booster training activities for new students in “how positive behaviour looks” in the classroom and non-classroom settings;
- Professional learning for all staff in classroom management techniques and practices to support students experiencing difficulty with their behaviour, social and cooperative skills; and
- Continued data collection and analysis of playground and classroom behaviours to inform best practice and target initiatives.

Our success will be measured by:
- The implementation of behaviour recovery programs for individual students by school learning support team and district personnel.

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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