Rydalmere Public School
Annual School Report 2014
School context statement

Rydalmere Public School and Preschool is a small metropolitan school located at the centre of population for the greater Sydney area. The school is set on expansive grounds. In 2014, the school population sits at 120, comprising 100 K-6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly.

50% of our students come from a Non-English Speaking Background and 2% of our students are from an ATSI background. Overall, our Family Occupation and Education Index (FOEI) is 84. Our students are safe, respectful learners who belong. We enable them to become:

- successful learners
- confident and creative individuals
- active and informed citizens

The parents and carers of Rydalmere Public School, unite with the staff in positive partnerships to improve the learning experiences for their children. An active P&C body exists. Members from all facets of our school community are involved in key decision making, as valuable contributors in our consultative processes.

Principal’s Message

I have thoroughly enjoyed my first year as Principal of Rydalmere Public School. I am so proud to be the Principal of this beautiful school we have, and it is a privilege to be a part of this wonderful community.

2014 has been a big year. We have achieved many great things together. The wide range of quality programs we offer our students from Preschool to Year 6 reflects the dedication and commitment of our entire staff to enable our students to achieve great things.

While Public Education remains at the forefront of the most significant educational reforms, our core business of educating our students to be global citizens under the guise of our motto ‘Learning is Growing’, remains strong.

Our programs and initiatives in early childhood education, literacy, numeracy, technology, sport and creative arts are innovative and of the highest standard, as is the delivery of this to our students through our teachers who are leaders in their field.

I must also thank the students of Rydalmere Public School for their commitment to learning and for living by our school expectations where our students are: “Safe, respectful learners who belong”. You all make Rydalmere Public School a fabulous place to be.

Our continued success would not be possible without the ongoing support of our parents and caregivers. We have a very active P&C who are hugely supportive of our school, as well as many other parents, caregivers and community members who come together to support our Preschool and School.

Bek Zadow
Principal

Student Leaders’ Message

This year has been a great year at Rydalmere as a school leader. We welcomed the new Kindergarten students and parents to start their journey through primary school. In Term 1 the school leaders planted an orange tree for Harmony Day and had our photograph in the local paper. This was a special day to celebrate our multicultural community.

Our regular leadership roles this year have included setting up the hall every second Friday for our school assemblies and presenting the merit awards to our safe, respectful learners. Another weekly task this year was to be a peer-support leader to students from Kindergarten to Year 4. In Term 2, the school leaders ran the ANZAC day service with our special guest from Parramatta subranch RSL.

In Term 3, Year 3 to Year 6 went on a school camp to Canberra. Some of the places we visited were Parliament House, Australian institute of sport, Thredbo and Questacon. For most of the students it was the first time they had played in the snow. Also in Term 3, we had Education Week celebrations where the school leaders welcomed and introduced each class item to present to our school community.

In Term 4, a highlight of the year was winning the Cumberland High School Maths challenge as a whole class and we received a plaque and $100 to spend on books for our wonderful school
library. We also had our Grandparents Day where we welcomed and celebrated with our wonderful grandparents what special family members they are. We have really enjoyed our year as school leaders and we wish all the best for the 2015 new school leaders.

Kelsey and Joanne
School Leaders

Parents and Citizens Association
This has been another busy year at Rydalmere PS and another year of many selfless parents and volunteers joining together for the benefit of the students at RPS.

I would like to extend my heartfelt thanks and appreciation to all the members of the P&C for your involvement in the many P&C activities this year. Without you they would not have been the success that they were.

From Bunnings BBQ’s and cake stalls, Mothers and Father’s Day stalls to the amazing movie night, the P&C has had a busy and fun year.

Our aim to foster community spirit within the school and also between the school and its wider community was definitely achieved this year. The Movie Night was a large contributor to this as we were able to showcase our school to the local community who attended and also socialise with our students and their families too.

The other main way that community spirit was enhanced was the introduction of the bright new school uniform. Maryanne and her many helpers are to be congratulated on their efforts to ensure this transition was a positive experience for the school. The brightness and freshness of this new uniform has bolstered spirits within the school and also updated and improved our image in the local area. Wherever our students go there are many positive comments about the uniforms.

Rydalmere has always been well represented at its P&C meetings and I know that this will continue.

As I head off to high school, I wish Rydalmere PS, teachers, parents and students all the best for 2015 and the many exciting years ahead.

Kylie Ewings
P&C President

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97.7</td>
<td>91.4</td>
<td>95.5</td>
<td>93.5</td>
<td>95.5</td>
</tr>
<tr>
<td>1</td>
<td>94.9</td>
<td>97.2</td>
<td>92.6</td>
<td>95.3</td>
<td>96.3</td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>95.4</td>
<td>96.4</td>
<td>95.0</td>
<td>96.1</td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>92.5</td>
<td>95.1</td>
<td>95.7</td>
<td>96.0</td>
</tr>
<tr>
<td>4</td>
<td>92.9</td>
<td>96.0</td>
<td>93.8</td>
<td>97.2</td>
<td>96.5</td>
</tr>
<tr>
<td>5</td>
<td>96.8</td>
<td>89.6</td>
<td>91.6</td>
<td>93.1</td>
<td>97.4</td>
</tr>
<tr>
<td>6</td>
<td>92.9</td>
<td>95.6</td>
<td>94.3</td>
<td>94.7</td>
<td>91.9</td>
</tr>
<tr>
<td>Total</td>
<td>94.7</td>
<td>94.0</td>
<td>94.5</td>
<td>94.9</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Management of non-attendance
Rydalmere Public School has a Student Welfare Policy which includes the management of student non-attendance. Students are required to provide a letter explaining the reason for their absence on the first day they return to school.

Teachers follow-up unexplained absences with a letter sent home. Students who have excessive non-attendance are referred to the Home School Liaison Officer who meets with families and the Principal.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.806</td>
</tr>
<tr>
<td>Total</td>
<td>8.906</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff identify as Aboriginal or Torres Strait Islander.

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>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All teaching and administration staff undertook mandatory and targeted professional learning. These included:
- CPR
- Anaphylaxis Training
- Asthma Training
- Disability Standards
- Code of Conduct
- Child Protection
- WHS
- School Finance
- ERN
- NAPLAN Analysis
- Strategic School Planning

A significant part of our professional learning budget was dedicated to:
- Mathematics: TENS
- XO Laptops
- Literacy & Numeracy: Continuum Assessment

Two teachers are working towards achieving their accreditation.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>160837.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>108215.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55637.27</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>44500.98</td>
</tr>
<tr>
<td>Interest</td>
<td>4396.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>69701.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>443289.76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>
School performance 2014

Achievements

Choir

Our choir of 14 students in Years 3-6 participated in ‘Celebrating the Arts’ festival. The choir rehearsed during lunch times and travelled to three full day rehearsals to rehearse as a combined mass choir. The final performance was at Riverside Theatre in Parramatta where our students did a fabulous job representing our school.

Our choir was also invited by Parramatta City Council to perform at the Parramatta Carols night. Our choir was only one of two school choirs that performed on the night, spreading the cheer of the season of giving.

Art

Two artworks from our students were selected as a part of the Celebrating the Arts exhibition, held in the foyer of the Riverside Theatre in Parramatta. This was another wonderful showcase of the programs we run at Rydalmere PS.

Premier’s Reading Challenge

All students Kindergarten to Year 6 participated in the Premier’s Reading Challenge. Students were read a variety of texts from the PRC booklist during Library sessions. Students were able to add to their log by reading books from this list at home, as well as a few ‘own choice’ books. All students received either gold or silver awards.

Sport

Rydalmere students exhibit sporting excellence, and in 2014 we continued with more outstanding performances in both individual and team pursuits.

Carnivals

We held school carnivals for Swimming, Cross Country and Athletics. Our top placed students who qualified for higher levels went on to represent our school at the Zone carnivals with a number of students then representing the Zone at Sydney West. Will and Michael swam at Area level Swimming Carnival, and Kelsey participated in the Area Cross Country Carnival.

Representative Teams

A number of students were selected to trial as individuals in football and golfing representative teams. Michael represented Parramatta/Merrylands in Rugby League and Rugby Union, while Wil represented Sydney West at the State Golfing Championships.

Small Schools PSSA Knockout Competition - Soccer

This was our first year joining in the Small Schools Knockout Competition, and what a huge success it was!! Our first game was our only home game, and this saw us beat Mt Keira PS 3-1. Our next game against Kulnura PS with a final score of 3-2 throttled us into the Semi-Final of this competition. We travelled to Yass to play Adelong PS. Adelong PS were just too good on the day and beat us convincingly with a score of 6-0. It was an outstanding result to make it to the semi-final of this state-wide competition. We’re all looking forward to the 2015 soccer season.
Premier's Sporting Challenge
All students Kindergarten to Year 6 participated in the Premier’s Sporting Challenge. Students participated in whole school fitness and rotating tabloid activities. Weekly fun runs and class gross motor skills activities added to each students’ log. Each week students logged the time they spent engaging in a variety of fitness activities both at school and outside of school. Students collectively worked towards a bronze, silver, gold or diamond award for their class. All students received silver or gold awards.

Academic achievements
Community of Schools Rich Mathematics Task
Cumberland Community Connections Community of Schools consists of Cumberland HS, Burnside PS, Carlingford PS, Carlingford West PS, Ermington West PS, Oatlands PS, Rydalmere PS, Rydalmere East PS and Yates Avenue PS. One of the initiatives this year for this group of schools was to engage in an academic task where one school would be declared the winner. A Stage 3 rich mathematics task was designed and teams of students from all schools worked to complete the task. Our students outdid the others in this task, being declared the overall winners. Our students received a plaque and $100 book voucher for the library. This was an outstanding academic result for our students.

National Partnerships
We were fortunate to receive additional funding through the ‘Literacy and Numeracy National Partnerships Program’ for 2013-14. Our focus for the funding was Numeracy with particular emphasis on Early Arithmetical Strategies and Place Value. Having completed a ‘lesson study’ approach in 2013, this year saw us take on a professional learning program known as TEN.

This professional learning had a significant impact on teaching practices in numeracy, which saw our students achieving fantastic results. Upon completion of 2014, 96.9% of our students were assessed as working at or above learning expectations in the area of numeracy. This initiative was so successful due to the funding being tied to professional learning.

L3 - Language, Learning and Literacy
In our fourth year of implementation, the Language, Learning and Literacy (L3) program again has proved successful. The L3 Program has been designed to complement the daily literacy program in the Kindergarten classroom. The program provided students with small group, explicit instruction in reading and writing. Students participated in a progression of literacy activities becoming increasingly sophisticated throughout the year. The progress and teaching strategies are informed by the systematic collection of data every five weeks to ensure all students are on track in their literacy learning.

ICAS
Many students in Years 2-6 competed in the International Competitions and Assessments for Schools (ICAS), an independent skills-based assessment competing against students from all over Australasia. Students entered competitions in English, Writing, Spelling, Mathematics, Computer Skills and Science. All students performed well and gained extra experience in rigorous assessment conditions.
Technology

This year we became a one laptop per child school where our commitment is that every child will have their own dedicated laptops. The devices we have purchased for each of our students are an XO Laptop. The XO is touch screen, converts to a tablet, has a built in camera and thousands off apps to support student learning. So portable are these devices that our 3-6 students took them to various locations over three days in Canberra and Thredbo on our school camp. They are an essential tool in supporting learning, even our preschool children love using these in our Preschool.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

In Reading, 46.2% of our students achieved in the top two bands, outscoring the state by 14.1%.

In Writing, 30.8% of our students achieved in the top two bands, outscoring the state by 15.2%.
In Spelling, we had no students in the bottom two bands, outscoring the state by 15.3%.

In Grammar and Punctuation, 69.3% of our students achieved in the top three bands, outscoring the state by 7.3%.

**Significant programs and initiatives – Policy and equity funding**

**Preschool**

Rydalmere Public School Preschool offers a first class program for children to attend the year prior to starting school. The program is based on the ‘Early Years Framework’ and the ‘National Quality Framework’ as governed by the Australian body ACECQA.

Towards the end of March we underwent our National Assessment for our service rating. This was a rigorous process in which we performed exceptionally well. When rated against the Quality Standards, we received an overall rating of ‘Exceeding National Standards’. This is an outstanding result that validates all of the hard work our staff do every day and the work that will continue to exist for the children at our preschool who remain the core of what we do.
This year, preschool children have participated in:

- Know Waste
- Paint Parra Read
- An excursion to the Farm
- Nutrition Magician
- A year long transition to school program where they were involved in whole school events for Harmony Day, Easter Hat Parade, Education Week Performance, Book Week Parade, Assembly, Library and Discos
- Learning opportunities that involved IWB technology, XO laptops and iPads
- Learning opportunities that involved mud, sand, sticks and leaves
- Learning opportunities that promoted creative play, critical thinking and enabling them to really own that sense of belonging, being and becoming.

Aboriginal education

Our values recognise the importance of enhancing the knowledge and understanding of all students about Aboriginal culture. We commemorated significant cultural events including National Sorry Day, Harmony Day and NAIDOC week.

A major focus this year was redesigning learning templates used for Personalised Learning Plans and the processes around the composition of these. Classroom teachers and the students' families worked together to set goals, the needs of the student and establish strategies to support their achievement. Aboriginal Education was integrated into all teaching programs across the school.

Multicultural education and anti-racism

50% of our students speak English as an Additional Language or Dialect (EALD). To meet the needs of these students our school has an EALD Teacher. This teacher works with classroom teachers to plan, teach and assess.

Multicultural Education is highly valued by the school community at Rydalmere Public School.

Harmony Day

A significant event in our school calendar is our Harmony Day celebration in Term 1, when the whole school community is invited to participate in the preparing and sharing of a multicultural feast. Children are also encouraged to dress in traditional costumes and take part in our multicultural parade. We planted our second orange tree in our ‘Harmony Orchard’.

Socio-economic background

Rydalmere Public School has implemented programs that have raised the expectations of all students, strengthened partnerships between key stakeholders, maintained positive school culture and improved the quality of teaching and learning.

English language proficiency

Rydalmere Public School has implemented programs that have positively impacted on EAL/D students’ participation and engagement in learning and formal assessment. Specialist staff were employed to assist in meeting the needs of students and families from culturally and linguistically diverse backgrounds. Data shows increased EAL/D students’ English language proficiency.
Learning and Support

The LaST (Learning and Support Teacher) works collaboratively with the school Learning and Support Team, school executive, teachers and parents to identify and assess students who are experiencing difficulties in learning and behaviour. Suitable programs for these students are then planned, implemented, monitored and evaluated.

The LaST provides support through team teaching, consultancy and training, withdrawal for assessment, small group withdrawal and co-ordination of programs such as MULTILIT (Making Up Lost Time In Literacy) and Rydalmere Readers (a peer support program for reading).

During 2014, 27 students have been supported by the LaST program in Literacy – some for short term assistance and others for more intensive, ongoing support. Literacy programs such as the SRA Spelling Mastery Program and MULTILIT have made a significant difference to the students’ confidence, enjoyment of learning and academic progress.

A student in Year 2 has improved 12 months (in 9 months) in his Reading Accuracy Age and now knows double the amount of sight words that he knew at the beginning of the year. This improvement happened as a result of his class reading program, withdrawal in a small group by the LaST and one-to-one tutoring by volunteers in the MULTILIT program.

Other significant initiatives

MULTILIT (Making Up Lost Time In Literacy)

MULTILIT involves intensive, systematic instruction in phonics and word attack skills, sight word recognition and supported book reading in a one-to-one context. It is suitable for Year 2 students and above.

• 18 students have taken part in the program in 2014 with 6 trained tutors working with them approximately 1-2 times a week.
• 11 students have completed the program in 2014.
• A student in Year 2 started the Sight Words program on List 1 at the start of the year and has now completed 20 lists. Another student has completed 18 levels in the Word Attack program this year.

• All students in the MULTILIT program made progress and some showed significant improvement in their reading.

School planning and evaluation 2012—2014

School evaluation processes

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

School Culture and Technology Survey

As part of the school’s annual reporting process, parents, students and staff were asked to comment on the following two areas.

School Culture

All parents were given the opportunity to complete this survey. We had a response from 26% of our families. We also had an independent interviewer survey groups of students for their thoughts on school culture. 29% of students participated in this interview process.

Parents indicated:

• 94% said the students are the school’s main concern
• 100% said that the school encourages students to achieve their best
• 94% are proud their child attends Rydalmere PS

One parent commented, “I think the culture at RPS suits my children and they seem happy and respond well to the things going on both in the classroom and outside”. Another said, “I feel at ease knowing my children are at a school where they feel safe and treated equally”.

Students indicated the things that they like about our school:

• friendly students
• helpful teachers
• playground
• colours around the school
• everyone is kind
• warm feeling of the school
• learning new things
• doing fun things and
• that they protect us.

The great majority of K-6 students indicated that they did seek teacher support when they needed help with their work. All children said they felt confident to ask if necessary.

Technology

The XO Laptops have particularly given all students access to their own laptop. As children have built up their skills using this device, the teachers have been able to embed its use as part of their daily teaching of the curriculum.

In a recent survey, some senior students noted that they prefer to go to the XO to complete work, rather than their workbooks. All students K-6 commented that they used the XOs regularly in a variety of ways including story writing, blogging, sending messages, research, class projects, mathematics, science experiments and maths games.

86% of parents rate RPS’s use of technology as above average and 93% are very happy with the introduction of XO laptops.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

90% Kindergarten at or above RRL 8
90% Year 1 at or above RRL 18
90% Year 2 at or above RRL 26
90% at or above minimum standards for reading Year 3 NAPLAN
80% at or above minimum standards for reading Year 5 NAPLAN

Evidence of achievement of outcomes in 2014:

• 100% teachers trained in PLAN
• Focus on Reading methodologies remain a focus of professional practice, evidenced in programming documents

School priority 2

Numeracy

Outcomes from 2012–2014

85% Stage 1 students achieving grade level numeracy clusters
15% Stage 1 students achieving beyond grade level numeracy clusters
85% Year 3 students achieving at or above minimum standard in numeracy NAPLAN
85% Year 5 students achieving at or above minimum standard in numeracy NAPLAN

Evidence of achievement of outcomes in 2014:

• 100% teachers trained in PLAN
• TEN methodologies a focus of professional practice, evidenced in programming documents
• 100% staff engaged in TPL sessions focusing on numeracy
• Numeracy learning goals designed for every individual student, evidenced in reporting documents
• 100% Year 3 students achieving at or above minimum standards in Numeracy NAPLAN
Strategies to achieve these outcomes in 2014:
- 100% of all teaching staff were trained in TEN
- Explicit teacher professional learning in the new Mathematics syllabus and on Numeracy continuum

School priority 3
Curriculum and Assessment

Outcomes from 2012–2014
100% teaching and learning programs will contain the Quality Teaching Framework elements
100% teachers will have the capacity to triangulate teacher judgement, standardized testing, PLAN and NAPLAN data and in class assessments to inform teaching and learning programs.

Evidence of achievement of outcomes in 2014:
- Teaching programs were monitored and reflection of these formed a meaningful part of the program planning
- Work samples were moderated by whole staff using consistent teacher judgment, gaining value out of the dialogue in the process

Strategies to achieve these outcomes in 2014:
- Professional Learning sessions focused on data triangulation
- Assessment matrix designed for work sample moderation in literacy and numeracy
- Whole staff planning days each term meant there was dedicated time for many of these processes

Future Directions
2015-2017 School Plan

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

Strategic Directions
1. Leadership and capacity building at all levels.
2. Dynamic and engaging learning environment.
3. Enhance school community values and culture.

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.

Bek Zadow – Principal
Mandy Ryan – Assistant Principal
Barbara Aldred – Teacher
Robyn McDonald – Learning and Support Teacher

School contact information
Rydalmere Public School and Preschool
397 Victoria Road, Rydalmere
Ph: 9638 1568
Fax: 9898 0161
Email: rydalmere-p.school@det.nsw.edu.au
Web: www.rydalmere-p.schools.nsw.edu.au
School Code: 3020

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: