

# Riverwood Public School Annual Report



2016



3743

## Introduction

The Annual Report for 2016 is provided to the community of **Riverwood Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Robert Borg

Principal

### School contact details

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### Message from the Principal

Throughout the year, Riverwood Public School has maintained high expectations of our staff and students, all working cooperatively to achieve the best possible educational outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring development of the whole child.

Riverwood Public School prides itself on fostering a positive and caring learning environment where each child is recognised and supported for their individual learning needs. In 2016 our school built further on this strong student-centred foundation by developing effective student welfare programs and a school wide focus on Positive Behaviour for Learning.

Riverwood Public School placed 34th Most Improved Primary School in Australia. Not including all the schools in other states and the NSW independent schools, we are the 4th Most improved Primary school in Public Schools NSW. The results are based on 2013–2015 NAPLAN results. (The Weekend Australian, 1–2 Oct 2016). Our Preschool scored exceeding in five out of the seven quality areas and gained an overall rating of Exceeding National Quality Standard in NSW Preschool "Assessment and Rating". Assessment and Rating is a process undertaken state wide to determine at what level all childcare and family day care services meet the National Quality Standards and requirements of the National Regulations.

Riverwood Public School values and celebrates its multicultural community. As a school community, we continue to promote tolerance and harmony. Our school works in close partnership with our parents and community members through decision-making processes and active involvement in a range of school activities. Thank you to our parents and community for their valuable input, feedback and support, and thank you to Payce Communities and Lantern Club Roselands for their generous support.

## School background

### School vision statement

At Riverwood Public School we value working in partnership with the community. As educators and life-long learners we believe in the equity and excellence of learning and achievement. We will be innovative in our pedagogy, provide a caring and stimulating learning environment and set high expectations to improve students' academic, social and personal capabilities.

We aim to produce confident, independent students who are resilient and are able to accept challenges and take risks. We value our students being socially responsible citizens who can collaborate and communicate effectively. We will inspire students to reach their full potential, through their capacity to be creative, analytical problem solvers.

Students will be given every opportunity to be successful life-long learners, to aspire to improve and expand their horizons.

### School context

Riverwood Public School is a small school that provides quality education programs for 135 students from Preschool to Year Six. The school is in the Canterbury network of schools. The school values and celebrates a diverse student population with 93% of students from a language background other than English. The school currently has multi-stage classes K-6 and two Preschool groups. Staff at Riverwood Public School include the Principal, Assistant Principal, classroom teachers, specialist EaLD and LaST, Early Action for Success Instructional Leader literacy and numeracy, Reading Recovery, SLSO, administrative staff and a general assistant.

Quality teaching provides our students with relevant and engaging learning experiences with an emphasis on literacy and numeracy. Students and staff utilise modern technology through access to iPads and a dedicated computer lab. Learning opportunities for students are also available in a variety of extra-curricular areas, including a comprehensive environmental education program.

Our school is well-resourced and students have access to a fully functional kitchen, school vegetable garden with outdoor classroom, purpose built school hall and extensive grassed play areas.

We have an active Parents and Citizens committee and supportive parent community, and the school actively participates in community events and organisations.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our staff have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. We dedicated a series of Professional Learning meetings to thoroughly examine our school plan to determine elements of the School Excellence Framework that the plan most strongly addressed.

In the domain of learning our school wide focus was on learning how to be a visible learner and on student well-being. These encouraged our students to be positive and productive in our learning environment. Our Positive Behaviour for Learning focus, has been evident in the way students are working, relating to each other and to staff by being respectful and being safe. We have offered a wide variety of extra-curricular experiences to engage students and provide new opportunities to expand their horizons.

In the domain of teaching, our efforts have primarily focused on teaching and learning in literacy and numeracy. As an Early Action for Success school, we are continuing to build staff capacity in knowledge and practice, changing pedagogy and assessment. Beginning our Visible Learning journey in a Community of Schools has been a positive platform which integrates all areas of our teaching and student learning.

In the domain of leading, we focused our efforts on school planning, implementation and reporting. This ensured that as a whole staff, we were able to articulate our school plan and the areas of responsibility we each have to enact the plan, and its direct relationship to the School Excellence Framework.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

- Student Learning and Engagement

### Purpose

Every student is a successful learner. Students are engaged and supported in meaningful learning to be active, informed, critical and creative citizens.

### Overall summary of progress

Student learning and well-being have been key focus areas and we have achieved significant progress in these areas, increasing student engagement, developing a positive learning attitude, becoming a visible learner and developing student confidence. Positive Behaviour for Learning has been our school wide consistent approach. We have offered a wide variety of new experiences for our students, which has allowed them to connect with other students and to expand their horizons.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended (Resources)   |
|---|--|--|
| All students K–6 to increase their engagement and confidence in their learning.   | Learning Attitude: <ul style="list-style-type: none"><li>• Attendance management including letters and newsletter articles promoting importance</li><li>• School award system recognises student achievement and celebrates successes</li><li>• Individual Learning Plans for targeted students</li><li>• Visible learning learner dispositions</li><li>• K–2 Home Reading trial.</li></ul>  | English language Proficiency and Low Level Adjustment for Disability RAM funding |
| 80% of students to progress at the expected rate along the Literacy and Numeracy continuums.  | Learning Attitude: <ul style="list-style-type: none"><li>• All students are showing growth on Literacy and Numeracy Continuums</li><li>• Plotting Literacy and Numeracy (PLAN) data is used as, of and for assessment</li><li>• Speech Therapy to support targeted students.</li></ul>   | Early Action for Success funding   |
| Positive Behaviour for Learning to be a school wide focus which underpins student well-being and to increase our school evaluation tool score in PBL. | Student Well-being: <ul style="list-style-type: none"><li>• Positive Behaviour for Learning (PBL) including focus and intentional teaching.</li><li>• Reward days to celebrate school-wide success.</li></ul>  | Socio-economic funding   |
| To provide a range of extra-curricular activities for all students and increase the number of activities students are participating in.               | Extra-curricular Experiences: <ul style="list-style-type: none"><li>• Environmental education – Seed Harvest Spoon.</li><li>• Excursions and incursions throughout the year.</li><li>• PSSA Newcombeball and Basketball teams, sports clinics and Sporting Schools grants</li><li>• Performing Arts including; school choir performing at Combined Public Schools Music Festival, attending School Spectacular and, external music program</li><li>• Transition activities with Sir Joseph Banks HS.</li></ul> | Socio-economic funding   |

### Next Steps

- Visible Learning learner dispositions and students taking ownership over their learning.
- Introduction of a Home Reading Scheme K–6 to reinforce reading at home and reading with parents.
- Attendance policy and procedures documented to embed importance of regular attendance.
- Continue to explore and provide a wide range of extra-curricular experiences to engage all students.

## Strategic Direction 2

- Staff Learning

### Purpose

Building teacher and leader capacity through targeted professional learning, which provides opportunities for ongoing learning, changing pedagogy, formative and summative assessment to meet all students' needs.

### Overall summary of progress

Quality teaching and assessment have been key drivers for staff learning this year. As an Early Action for Success school our focus has continued on staff professional learning in the areas of literacy and numeracy, encouraging students to be curious, creative, productive learners. Much time has been spent working with the Instructional Leader, aligning practice with pedagogy and student progress. This year we joined a Community of Schools and began our journey on Visible Learning. We have done much work on building staff capacity of what a visible learner is and looking at how we can build this capacity in our students. Early Career teachers achieved proficient in accreditation.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended (Resources)  |
|---|--|---|
| All teachers will demonstrate improved skills in differentiating the curriculum and meeting the learning needs of all students          | Quality Teaching: <ul style="list-style-type: none"><li>• Early Action for Success school literacy and numeracy. Professional learning on 21st Century learners, quality literature, differentiation, literacy sessions</li><li>• School-based and cluster teacher observations</li><li>• Preschool Quality Improvement Plans</li><li>• Teacher Performance Development Plans and goals</li><li>• Visible learner learner dispositions</li></ul> | Professional learning<br>Early Action for Success                       |
| Policy, procedures and practices for quality formative assessment are embedded in all classrooms  | Quality Assessment: <ul style="list-style-type: none"><li>• Formative assessment which drives student learning. Plotting Literacy and Numeracy (PLAN) data.</li></ul>  | Early Action for Success  |
| All staff engage in professional learning opportunities and apply their performance development plan to improve their teaching practice | Professional Learning: <ul style="list-style-type: none"><li>• All staff completed mandatory training</li><li>• Early Action for Success cluster of schools</li><li>• Community of Schools including early career teacher meetings</li><li>• Preschool quality interactions project</li><li>• Learning Management Business Reform (LMBR) training for SASS and Principal.</li></ul>  | Professional learning<br>Early Action for Success<br>Socio-economic RAM |

### Next Steps

- Early Action for Success Instructional Leader to continue building teacher capacity in Literacy and Numeracy Continuum knowledge and understanding and application to quality teaching.
- Continue to build our culture as an Early Action for Success school, through PLAN assessment, across schools observations and collaborative planning.
- L3 Professional Learning for K-2 staff.
- Visible Learning Community of Schools journey of unpacking visible learning in classrooms for all students.
- Staff to align Personal Development Plan goals to professional learning.

## Strategic Direction 3

- Community Partnerships

### Purpose

Building and sustaining positive and productive educational and business partnerships with our community. Promotion of our school.

### Overall summary of progress

The building and sustaining of partnerships within our community has been a positive and rewarding experience. Staff continued collaboration within our Early Action for Success cluster and with the guidance of the Instructional Leader, engaged in personal learning journeys, which has had a significant impact on student learning. We reduced the formality of several school events and celebrated a wider variety of occasions. This has led to a significant increase in parent attendance at school and community events and parents and the wider community are speaking positively about our school and our students. We continue to promote our school by being visible at community events and by upgrading our physical environment, increasing school pride.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)                         |
|--|---|---|
| All staff actively engaging in community of schools and Early Action for Success professional learning                         | Educational links: <ul style="list-style-type: none"> <li>• Early Action for Success cluster – see SD2 professional learning</li> <li>• Created and joined a community of schools with a focus on Visible Learning.</li> </ul>  | Early Action for Success<br><br>Professional learning |
| Increased sense of community spirit, engagement and satisfaction, shown by parent participation at school and community events | Parent learning: <ul style="list-style-type: none"> <li>• Parent workshops on a variety of topics were well attended</li> <li>• Active P&amp;C with increased attendance at meetings and fundraising</li> <li>• School events such as Meet the Teacher, Education Week, Book Parade, Autumn Fair, Carols, Cinema Under the Stars all very well-attended and supported by parents.</li> </ul>  | Socio Economic RAM                                    |
| The school's profile in the local area has improved and our school student enrolments K-6 have increased                       | Community profile and school promotion: <ul style="list-style-type: none"> <li>• Continued strong links with Payce Constructions, Lantern Club Roselands, Riverwood Community Centre, Campsie Police and local businesses</li> <li>• Students performed at many local events raising our community profile</li> <li>• The appearance of our school has improved greatly, is more appealing and welcoming</li> <li>• Student learning areas are more engaging and better resourced</li> <li>• Student enrolments are steadily continuing to increase.</li> </ul> | Socio economic RAM                                    |

### Next Steps

- Professional learning opportunities around Visible Learning within Community of Schools.
- Offer ongoing parent learning workshops covering a variety of topics.
- Participate and perform in community events again.
- Continue to upgrade our school appearance; classrooms and playground areas, vegetable garden, upgrade technology, upgrading buildings and gardens and our street appeal, to be an attractive, well resourced school.
- The P&C is active in the school, visible in the community and supportive with fundraising.

| Key Initiatives                                     | Impact achieved this year  | Resources (annual)  |
|---|--|---|
| <b>Aboriginal background loading</b>                | <ul style="list-style-type: none"> <li>• All Aboriginal students have a Personalised Learning Plan (PLP)</li> <li>• Established links with the local Aboriginal consultative group (AECG)</li> <li>• celebrated significant Aboriginal events in school calendar.</li> </ul>   | \$2068  |
| <b>English language proficiency</b>                 | <ul style="list-style-type: none"> <li>• Additional English as an alternate language or dialect (EaLD) time for students through the employment of an additional teacher. Targeted in-class and small group support including refugee students.</li> </ul>   | \$14956   |
| <b>Low level adjustment for disability</b>          | <ul style="list-style-type: none"> <li>• Student learning support officer (SLSO) engaged to support identified students requiring adjustments and accommodations in classrooms.</li> </ul>   | \$13789   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <ul style="list-style-type: none"> <li>• School-based and cluster teacher observations</li> <li>• Teacher mentoring and coaching.</li> </ul>   | \$4469  |
| <b>Socio-economic background</b>                    | <ul style="list-style-type: none"> <li>• Additional Student Learning Support Officer (SLSO) time for students requiring additional support</li> <li>• Additional funding to support teacher professional learning, building staff capacity.</li> <li>• Upgrading school facilities and resources in classrooms for students</li> <li>• Students and parent financial support too access all areas of the curriculum such as: uniforms, PSSA buses, excursions, Athletics subscription K-6, school choir, music program.</li> </ul> | \$69400   |
| <b>Support for beginning teachers</b>               | <ul style="list-style-type: none"> <li>• Three substantive beginning teachers supported. Four early career teachers achieved accreditation at Proficient teacher level.</li> <li>• Induction program for all new staff</li> <li>• Additional release face-to-face time, teacher mentor and additional funds towards professional learning.</li> </ul>  | \$26254 (for 12 months from mid 2015)<br>\$8160 (for 12 months from mid 2016) |
| <b>Early Action for Success</b>                     | <ul style="list-style-type: none"> <li>• Developed high quality literacy and numeracy learning experiences to engage all students</li> <li>• Plotting literacy and numeracy (PLAN) data as an effective assessment and teaching tool</li> <li>• Students developed high level skills in literacy and numeracy which enabled them to be life long learners.</li> </ul>  | \$57710 (including staffing)  |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 34         | 37   | 45   | 58   |
| Girls    | 30         | 28   | 42   | 40   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 98.4 | 93.5 | 89.3 | 94.7 |
| 1         | 90.5 | 96.6 | 90.4 | 90.6 |
| 2         | 92   | 94.4 | 94.6 | 91.5 |
| 3         | 94.2 | 91.7 | 94.9 | 94.4 |
| 4         | 83.6 | 94.8 | 96.1 | 96.4 |
| 5         | 95.2 | 91.4 | 94.8 | 91.1 |
| 6         | 88.3 | 91.2 | 84.5 | 94.2 |
| All Years | 92.2 | 93.7 | 92.1 | 93.3 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Classroom Teacher(s)                  | 5.42 |
| Teacher of Reading Recovery           | 0.42 |
| Learning and Support Teacher(s)       | 0.4  |
| Teacher Librarian                     | 0.2  |
| Teacher of ESL                        | 0.6  |
| School Administration & Support Staff | 2.81 |
| Other Positions                       | 1.14 |

\*Full Time Equivalent

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

At the time of writing this report, Riverwood Public School has no indigenous staff members working in the school.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 55         |

### Professional learning and teacher accreditation

Professional learning is a priority and all staff have access to planned, targeted professional learning. See Strategic Direction 2 for further information.

In 2016 four early career staff members achieved accreditation at Proficient teacher level. See Key Initiatives – Support for Beginning Teachers.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

|                                       | 2016 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 0.00             |
| <b>Revenue</b>                        | 268 860.89       |
| (2a) Appropriation                    | 246 617.30       |
| (2b) Sale of Goods and Services       | 13 809.06        |
| (2c) Grants and Contributions         | 8 326.00         |
| (2e) Gain and Loss                    | 0.00             |
| (2f) Other Revenue                    | 0.00             |
| (2d) Investment Income                | 108.53           |
| <b>Expenses</b>                       | -83 109.43       |
| Recurrent Expenses                    | -83 109.43       |
| (3a) Employee Related                 | -46 794.36       |
| (3b) Operating Expenses               | -36 315.07       |
| Capital Expenses                      | 0.00             |
| (3c) Employee Related                 | 0.00             |
| (3d) Operating Expenses               | 0.00             |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 185 751.46       |
| <b>Balance Carried Forward</b>        | 185 751.46       |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

|                       | 2016 Actual (\$) |
|-----------------------|------------------|
| <b>Base Total</b>     | 829 158.23       |
| Base Per Capita       | 5 333.66         |
| Base Location         | 0.00             |
| Other Base            | 823 824.56       |
| <b>Equity Total</b>   | 202 233.59       |
| Equity Aboriginal     | 2 067.70         |
| Equity Socio economic | 69 399.96        |
| Equity Language       | 76 168.59        |
| Equity Disability     | 54 597.35        |
| <b>Targeted Total</b> | 13 159.99        |
| <b>Other Total</b>    | 360 754.08       |
| <b>Grand Total</b>    | 1 405 305.89     |

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

## School performance

### 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.

#### NAPLAN– Year 3 Literacy

13 Year 3 students completed the NAPLAN assessment. 70% of students scored in the top three bands for Spelling. 76% of students achieved Band 3 or above in Writing.

#### NAPLAN– Year 5 Literacy

17 Year 5 students completed the NAPLAN assessment. Trend data for writing indicated an upward growth from 412.8 in 2015 to 439.3 in 2016. Trend data for spelling has remained steady since a significant increase in 2014.

#### NAPLAN– Year 3 Numeracy

12 Year 3 students completed the NAPLAN

assessment. Trend data indicated a slight decrease from 2015 to 2016, however there has been an overall increase over the last 5 years.

## **NAPLAN– Year 5 Numeracy**

17 Year 5 students completed the NAPLAN assessment. Trend data remained steady from 2015.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## **Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 we surveyed our students, parents and staff about school leadership. Their responses are presented below.

100% of parents agreed that School leaders value the contribution of individuals and groups, and 100% of parents agreed that school leaders accept responsibility for the quality of student learning outcomes.

90% of students agreed that the school is always looking for ways to improve what it does, and 40% of students indicated that school leaders need to talk more about ways to help them improve. (This will be a major focus in our Visible Learning journey.)

All teachers agreed that school leaders build positive relationships and make improvements through a strong understanding of the school's strengths and weaknesses. Teachers are in agreement that school leaders effectively implement change processes that result in improved student learning outcomes.

## **Policy requirements**

### **Aboriginal education**

Staff at Riverwood are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, supporting them to achieve in all aspects of their education. Teachers have undertaken professional learning and attend Aboriginal Education Consultative Group (AECG) meetings to build relationships and connections with our Aboriginal community. Personalised Learning Plans are developed and implemented for Aboriginal students through collaborative decision making processes with staff, parents and students. The school recognises and participates in significant events including National Sorry Day and NAIDOC Week. We introduced bush

tucker plants into our garden and are participating in Yarning Circles.

### **Multicultural and anti-racism education**

Riverwood Public School has maintained a focus on Multicultural Education across all areas of the curriculum, by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. The EaLD teacher works collaboratively with all classroom teachers to ensure class programs address the needs of these students. Strategies and activities are developed to ensure students can participate in class programs and feel a sense of achievement. To address the anti-racism component of education, a staff member is trained as the Anti-Racism Contact Officer.

### **Other school programs**

#### **Preschool**

Riverwood Public School includes a one unit Preschool in its grounds. It has two groups over the week, with 20 children in each group. There are two trained educators working with the children. Our preschool is guided by the National Quality Standards and the Early Years Learning Framework. We continually reflect and work with families on elements of the Quality Improvement Plan, to ensure continual improvement and best practice. In March 2016 our preschool went through "Assessment and Rating". Assessment and Rating is a process undertaken state wide to determine at what level all childcare and family day care services meet the National Quality Standards and requirements of the National Regulations. Our Preschool scored exceeding in five out of the seven quality areas and gained an overall rating of Exceeding National Quality Standard.

#### **Environmental Education**

Students from Preschool to Year 6 took part in the Seed Harvest Spoon environmental education program every Wednesday. Students have learnt about the importance of good soil, the process of food scraps becoming compost and how to look after a worm farm. We also began the process of redesigning our garden after successfully receiving a grant to make the garden even better. Students have sketched their ideas to share with the design team. Students made and cooked cheese and spinach pies using fresh produce harvested from the garden.

#### **Achievements in Sport**

At Riverwood Public School student participation in sport and the development of skills, fitness and teamwork has continued to grow in 2016. Riverwood Public School participated in the Premier's Sporting Challenge and was awarded a Diamond Level Certificate for the students' dedication and participation towards the challenge. A large number of students represented our school at both the District Athletics and Cross Country carnivals and we fielded Newcombe ball

and Basketball teams in Georges River PSSA competition. In-school programs through the Sporting Schools initiative have been an integral part of the improvement and development of sport this year. Students in Kindergarten to Year 6 have been involved in a range of fundamental skills programs including, Athletics, Hockey and Basketball.

#### Library and Research

During the year, students were encouraged to borrow and take books home to read at their leisure. Library time is paired with guided research tasks in the school's computer lab in conjunction with HSIE Science and History units of study. This year we had a very pleasing result with 94% of Riverwood students completing the Premiers Reading Challenge.

#### Community involvement

Riverwood Public school continues to be active in the wider community taking part in numerous events in and outside of school. We worked collaboratively with Payce Constructions and the Riverwood Community centre performing at several local events. As a school we hosted a Pink Day in partnership with Lantern Club Roselands to raise awareness for Breast Screen NSW. Students got to experience and learn about their community through events such as visits from Campsie Police and The Commonwealth Bank money program. Students raised money for Donate Life by wearing their favourite team jersey or colours, and donated goods to the Salvation Army. We provided fortnightly parent workshops on a range of topics including reading with your child, homework, numeracy and road safety.

#### Achievements in the Performing Arts

Riverwood Public School has united in Creative and Performing Arts this year by sharing their talents with the wider community. Our whole school choir performed at community events, at school presentations and assemblies and performed in the Combined Public School Festival in the mass choir. Riverwood Public School took the Creative Arts out its doors and submitted a stage three artwork for the Koori Art Expressions Exhibition which was show cased in the Maritime Museum alongside many other entries from NSW Public Schools.

#### High School Transition

Riverwood Public School has worked collaboratively with Sir Joseph Banks High School throughout the year providing all stage 3 students to be involved in various learning activities and transition events. Students interacted in several visual arts programs including photography, Mini MAD Mag publications, Joey's Cup, Girls Day In and the Triple M program. Through competitions and showcasing talents students and staff found these events to be beneficial in promoting a positive learning culture. We are excited to be part of the SJBHS transition program as one of its primary partners which has promoted communication through its effective partnership between students and staff.