

Mount Riverview Public School Annual Report



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Introduction

The Annual Report for **2016** is provided to the community of **Mount Riverview 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.

Mr Richard Giles

Principal

School contact details

Mount Riverview Public School

Rusden Rd

Mount Riverview, 2774

www.mtrivervie-p.schools.nsw.edu.au

mtrivervie-p.School@det.nsw.edu.au

4739 2180

School background

School vision statement

Excellence, Care, Opportunity and Success

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Blaxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 210 (2015) servicing 125 families , including 7% from a non–English speaking background and 3% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:

- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life long learners in the 21st century;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge and showcase the academic, sporting, cultural and leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social and emotional well–being of our staff and students;
- endeavour to instil our core values of "Be Respectful", "Be A Learner" and "Be Safe" through explicit teaching and high expectations at all times;
- are strongly supported by a hard working P&C and the wider community;
- have a strong primary–secondary transition program with our neighbouring high school for the benefits of our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

1. Learning

Mount Riverview has continued to build positive, respectful relationships among students and staff which in turn contributes to good conditions for learning. Professional learning with staff on quality teaching and professional practice is seen in all classrooms. The delivery of new syllabus, across all Key Learning Areas, is evident in our whole school scope and sequence for learning. Students are assessed and monitored using our K–6 Assessment Schedule and parents receive feedback on student performance each term– verbally and/or written.

2. Teaching

All teachers at Mount Riverview Public School have access to professional learning to achieve their own professional goals in relation to teaching. Strong support is in place to support early career teachers and post 2003 teachers to achieve and maintain accreditation through Professional Standards. 'Best Practice' in our classrooms has been a priority. All staff have been trained in observation strategies that provide constructive feedback to colleagues on their teaching. Our focus will be to implement strategies to promote student engagement with their learning.

3. Leading

Mount Riverview has a developed leadership capacity across all staff and the parents and community are supportive of activities that occur within the school. Parental participation in our classrooms is strong in K–2 whilst we have whole school involvement in a wide range of school related activities. Our senior students continue to build their leadership skills through participation at debating and leadership courses and have an active role in leading our school through allocated jobs and participation in a highly successful Kindergarten Buddy program. In 2017 we are looking at building stronger links between our local community of schools.

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

Successful, Engaged Learners

Purpose

To produce quality teaching programs and practices that explicitly teach students to be literate, numerate and creative thinkers, who are independent and collaborative learners, deep and logical thinkers with the ability to obtain and evaluate information in a disciplined way.

Creating quality 21st century learners and digital citizens where students are engaged and responsible for their own learning.

Overall summary of progress

- Staff are successfully implementing the new HSIE syllabus involving History and Geography. Teaching and Learning units are collaboratively written for each stage and then implemented through out teaching and learning programs.
- A whole school scope and sequence for our Key Learning Areas is implemented.
- L3 continues to be implemented in our Kindergarten classrooms with new resources purchased to support the program.
- Students are plotted on the Literacy and Numeracy continuums through our PLAN data from ES1 to S2 and this is used to develop teaching and learning programs and differentiate curriculum.
- A successful school walk-a-thon was held and monies raised purchased iPads to be used to support teaching and Learning.
- Students requiring specialised support are identified and receive support through our LaST program.
- Our school uses the philosophy behind PBL.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of students performing in the top two bands of NAPLAN based on 2012–14 data levels average by 8%.	<ul style="list-style-type: none">• the percentage of students performing in the top two bands of NAPLAN in 2016 improved on the 2012–14 average for reading, grammar and numeracy however the 8% target was not reached.• approximately half of each year group are sitting in the middle two bands for all areas.	Training \$7 000 Resources \$5 000
Student reports show student progress along literacy and numeracy continuums using PLAN data.	<ul style="list-style-type: none">• PLAN data was reported on all students K–4, showing their progress along the literacy and numeracy continuums	Training \$2 000
All teachers will evaluate and reflect on current research and practice in the use of existing and emerging 21st century teaching tools and strategies to support student learning.	<ul style="list-style-type: none">• All staff engaged in professional learning to support the implementation of The Australian Curriculums.• A scope and sequence has been developed and units of work written to support student learning in the 21st century.	Training \$1 000 Resources \$8 000

Next Steps

In 2017 the School Plan will focus on:

- Having PLAN data to be collected for all students K–6
- Develop and trial a new homework policy which will be implemented in Term 3
- L3 will continue
- Implementation of the new Geography syllabus
- Moving students from the middle two bands of NAPLAN into the top two bands

Strategic Direction 2

Relationships and Wellbeing

Purpose

To create a safe, stimulating and secure environment that supports the core business of learning.

To promote positive, respectful relationships between all members of our school community where the wellbeing and resilience of staff, students and community members are highly valued.

Building a 21st century learning environment where everyone works collaboratively to support students' academic, physical, social & emotional wellbeing.

Overall summary of progress

- Students from Yrs 4–6 undertake the Tell Them From Me surveys.
- A very successful Kindergarten orientation occurs each year with the establishment of our Yr 6 buddies to support the transition of our Kindergarten students.
- A highly successful Multicultural day was held at the end of term 3 involving all students and many community members.
- Peer Support was implemented a new way during 2016 with our Yr 6 students developing a games/fitness program that ran 4 days a week for 15 mins each day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School 'wellbeing' team steering all wellbeing programs (Kids Matter, Peer Support, Aboriginal Education, G&T, e.t.c) to challenge and stimulate learning experiences and opportunities for all students.	<ul style="list-style-type: none">• An active Learning Support Team ensures that all of our students needs are met through our wellbeing programs including Bounce Back, KidsMatter, Peer Support, Aboriginal Education, etc. We ensure that our School Counsellor is also an active member of the team.	RAM Equity Loadings \$32 000 Resources \$1 000
Students have a sense self-worth, self-awareness and personal identity, embracing opportunities, making rational and informed decisions and accept responsibility for their own actions.	<ul style="list-style-type: none">• Over 75% of students participated in all extra curricula activities available throughout 2016.• 'Bounce Back' was implemented in all classrooms each week, targeting self-awareness, self-worth and resilience.• Family identity was recognised and celebrated through our multicultural day.	\$3 000
Students develop resilience and respect for themselves, others and the environment resulting in a decrease in the number of negative behaviours reported.	<ul style="list-style-type: none">• We are increasing both Leadership and Resilience skills in our students through our Wellbeing units for Child Protection, Peer Support and Bounce Back.• Students from Years 4–6 participate in the Tell Them From Me surveys.	Resources \$1 000

Next Steps

In 2017 the School Plan will focus on:

- continuing to implement the 'Bounce Back' program in all classroom with the program reviewed at the end of 2017..
- ensuring a wide variety of extra-curricula activities are provided so that all students feel they can participate.
- The Learning Support Team will continue to meet regularly to review all students needing extra support.. Individual learning plans will continue to be revised in consultation with parents and progress tracked.
- Our Aboriginal Elder program will continue in all classes.

Strategic Direction 3

Quality Teaching and Leadership

Purpose

Enhancing school leadership and teaching excellence for a modern 21st century school, inspiring others in innovative and creative thinking practices as identified in the Melbourne Declaration.

Teachers will be responsible for their own ongoing professional learning, ensuring quality teaching is occurring in all classrooms. They will have the capacity to meet the diverse needs of our students.

Teachers will have a deep knowledge of the *Australian Professional Teaching Standards*.

They will have opportunities to engage in appropriate individual, team and shared professional learning, resulting in leadership in all areas.

Overall summary of progress

100% of the teaching staff have implemented a Professional development Plan for themselves in consultation and with the support of their supervisor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian Professional Teaching Standards and guides their professional learning, practice and capacity to improve student learning.	<ul style="list-style-type: none">All staff completed Professional development Plans and undertook two peer observations. Constructive feedback was given in order to increase student engagement.	Professional learning \$2 000
Quality pedagogy and consistency in teacher judgement will be facilitated through explicit quality criteria, high expectations and innovative 21st Century practices.	<ul style="list-style-type: none">All teachers participated in Stage group planning and assessment to ensure consistency of teacher judgement occurred across all classes within the same stage.	Professional learning \$2 000

Next Steps

In 2017 the School Plan will focus on:

- Staff to provide constructive feedback to colleagues on their teaching with the end result to increase student engagement and learning.
- The accreditation process and its needs to be explored and analysed by the staff to support the changes happening in 2018.
- Non-teaching staff to develop their professional learning goals and allow them to track their training under the guidance of the school principal.
- Staff professional learning on what constitutes quality data that can be used as evidence of goals being achieved (professional learning plans, school excellence framework, etc).

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • All of our Aboriginal students have a Personalised Learning Plan that is negotiated with the parents, child and class teacher. • Our Aboriginal Elder Program with Aunty Julie has once again been successful with stronger links to our new HSIE–History syllabus. We have not as yet undertaken any formal training with the 8 Ways of Learning. We did not hold an Aboriginal Cultural Day in 2016 but did incorporate some Aboriginal cultural activities into our 2016 Multicultural Day. • Through our Aboriginal Elder program the school continues its journey of supporting the care and responsibility of the land and its animals (totem). 	\$5 000 <ul style="list-style-type: none"> • Aboriginal background loading (\$0.00)
English language proficiency	<ul style="list-style-type: none"> • Our Learning Assistance Support Teacher (LaST) has developed programs to support the needs of students in Literacy/Numeracy. These programs are then implemented by our Student Learning Support Officers (SLSO) and parent volunteers. 	\$6 159 <ul style="list-style-type: none"> • English language proficiency (\$0.00)
Low level adjustment for disability	<ul style="list-style-type: none"> • All Pupil Record Cards are updated with current assessment marks and comments. • All children who are identified with learning needs, and who are on our LaST program for a period of more than 10 weeks have their NCCD records completed. Individual education plans are implemented across all classrooms. • Learning support plans have been developed by our LaST and implemented with the support of our SLSOs and parent volunteers. 	Release days \$2 000 Support program funding \$ 13 160
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • A very supportive induction program was put in place to support our early career teacher. Fortnightly meetings were held to discuss school programs, report writing and requirements for accreditation. A mentor was assigned to the teacher to give support with programming and class issues. • school executive training in observation and feedback provided. • 	Staffing allocation 0.169 <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio–economic background	<ul style="list-style-type: none"> • Literacy and Numeracy programs have been developed by our LaST teacher. SLSOs and trained parent volunteers work with teachers and students to implement these programs. • Student progress tracked through data and recorded on continuums in PLAN. 	\$9 366
Support for beginning teachers	<ul style="list-style-type: none"> • Mentoring program developed for two early career teachers. The program focused on quality observation and feedback. • Team teaching opportunities provided as part of the program, allowing collaborative programming and constructive feedback. • Professional learning identified through PDPs in the areas of classroom management, literacy, individual education plans, tracking student progress and the literacy/numeracy 	\$17 458

Support for beginning teachers	continuums.	\$17 458
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	90	99	106	115
Girls	87	97	108	112

Student enrolment at Mount Riverview Public School has increased steadily over the last four years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	96.7	97.3	95.7
1	96.1	97.1	95.5	97.1
2	98.1	96.6	95.5	95.8
3	96.7	96.7	96.1	95.3
4	96.8	95.8	96.6	95.7
5	97.8	95	96.3	96.7
6	96	96.8	93.9	95.9
All Years	96.9	96.4	96	96
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

Management of non-attendance

Student attendance is highly supported by the parents at Mount Riverview Public School. We will begin the new online roll marking process in 2017.

Class sizes

Class	Total
KM	20
KB	20
1-2K	22
1R	22
2H	22
3-4V	31
3-4S	31
5-6M	31
5-6H	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.78
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.42
Other Positions	0.08

*Full Time Equivalent

At Mount Riverview Public School we have one staff member with an indigenous background working at our 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	

Professional learning and teacher accreditation

In 2016 the staff participated in professional learning programs equating to an average expenditure of \$944

per person.

School development Days in 2016 have focussed on Child Protection, Code of Conduct, CPR and Anaphylaxis updates. Staff have also revised the Australian Teaching Standards to support them in their understanding of future accreditation processes. Other professional learning has been based around our key priorities in our school plan. Early career teachers have also increased their own professional learning through attendance at courses where they wanted further development.

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.

Income	\$
Balance brought forward	61 818.86
Global funds	140 056.98
Tied funds	108 399.05
School & community sources	89 685.51
Interest	1 130.21
Trust receipts	7 713.30
Canteen	0.00
Total income	408 803.91
Expenditure	
Teaching & learning	
Key learning areas	8 963.48
Excursions	18 277.57
Extracurricular dissections	36 070.43
Library	4 705.63
Training & development	846.72
Tied funds	72 544.86
Short term relief	19 608.11
Administration & office	34 868.28
School-operated canteen	0.00
Utilities	21 291.16
Maintenance	9 737.11
Trust accounts	9 620.77
Capital programs	11 000.00
Total expenditure	247 534.12
Balance carried forward	161 269.79

The information provided in the financial summary includes reporting from 30th November 2015 to 30th August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	207 561.89
(2a) Appropriation	173 931.38
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	33 297.81
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	332.70
Expenses	-131 629.55
Recurrent Expenses	-131 629.55
(3a) Employee Related	-64 833.64
(3b) Operating Expenses	-66 795.91
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	75 932.34
Balance Carried Forward	75 932.34

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 (\$)
Base Total	1 568 520.61
Base Per Capita	11 550.70
Base Location	0.00
Other Base	1 556 969.90
Equity Total	94 081.55
Equity Aboriginal	4 184.46
Equity Socio economic	9 365.60
Equity Language	6 158.97
Equity Disability	74 372.53
Targeted Total	15 160.01
Other Total	10 619.67
Grand Total	1 688 381.83

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.

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.

In accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two bands (proficient level) in reading and numeracy.

At Mount Riverview Public School, in reading, our Year 3 cohort had 46% at proficiency level compared to the state at 52%. Our Year 5 cohort were 46% with the state at 38%.

For numeracy, our Year 3 cohort had 39% at proficiency level compared to the state at 39%. Our

Year 5 cohort were at 34% compared to the state at 31%.

A significant portion of both cohorts in 2016 are on existing learning and support programs for either literacy and numeracy with approximately half of each cohort sitting in the middle to low bands. Teachers are using this data to target the needs of individual students to further develop individual learning plans to help support students.

Stage groups have also been working on collaborative planning, engagement of students, supporting the learning needs of individual students and utilising PLAN data to regularly update teaching and learning programs.

Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of parents, students and teachers on the school and its progress.

In 2016 we had 12 teachers, who work either full-time or part-time at the school, complete the *Tell Them From Me* survey. The eight *Drivers of Student Learning* were:

- Leadership
- Collaboration
- Learning Culture
- Data Informs Practice
- Teaching Strategies
- Technology
- Inclusive School
- Parent Involvement

The teachers ranked the school performance very highly in the areas of collaboration, inclusiveness, learning culture, data use to inform practice, teaching strategies, leadership and learning culture.

Areas they indicated for further development were Technology, specifically in reliability and the rapid changing pace of it with the related uses in the classroom and Parent Involvement, specifically in regard to the work they do in terms of parent knowledge of the continuums and the role they can play with their students' work.

Parents were invited to participate in the *Tell Them From Me* survey in October. The seven perspectives surveyed were:

- Parents Feel Welcome
- Parents are Informed
- Parents Support – Learning at Home
- School Supports Learning
- School Supports Positive Behaviour
- Safety at School
- Inclusive School

The parents ranked the school performance very highly in the areas of feeling welcome at school, the school supporting learning, the school supporting positive behaviour and the school being an inclusive school.

Areas they indicated for further development were supporting parents with learning at home and keeping parents informed, specifically about their child's social and emotional development.

The students in Years 4–6 were age eligible to participate in the *Tell Them From Me* survey. The survey measured 20 indicators based on the most recent research on school and classroom effectiveness.

Some of the interesting results for Mount Riverview,, compared to the state norm, were:

- 68% of students had a high rate of participation in extracurricular activities compared to 55% for NSW
- 95% of students had positive relationships (friends at school they can trust and who encourage them to make positive choices) compared to NSW at 85%
- 100% of students valued school outcomes – they believe education will benefit them personally and economically, having a strong bearing on their future
- 92% of students had positive behaviour compared to NSW at 83%
- 17% of students felt they were victims of bullying in the past month with the NSW norm being 36%
- 76% of students expect to go to university when they finished high school.

Some of the data that staff would like to explore further was:

- 79% of students had a high rate of participation in sport with the NSW norm being 83%
- 50% of students were confident in their skills but didn't find their classes challenging with the NSW norm for the same quadrant at 26%.

The results from these surveys will be used to guide learning programs and systems in 2017.

Policy requirements

Aboriginal education

Mount Riverview Public School ensures that its practices and procedures are consistent with the Departmental Aboriginal Education Policy.

- All Aboriginal students have a Personal Learning Plan that is prepared in consultation with the child, their families and the class teacher. These allow discussion about successes and areas of further development and are monitored and evaluated throughout the year.
- Our successful Aboriginal Elders Program continued in 2016 with a bigger emphasis on linking the program with our HSIE curriculum and the teaching of History in the classroom. Aunty Julie worked with the classroom teachers to contribute to class units of work. Through her work with students they explored animal totems that have chosen the school with the future view of the school community adopting them.

In 2017 we will continue the journey our Aboriginal Elder program is taking our community. The hope is that through the program our school community

develops a stronger sense of 'connecting' to the land and everyone that inhabit it.

Multicultural and anti-racism education

Over the past couple of years our school community has experienced a growth in the number of families joining our community from a multicultural background. During 2016, family culture and heritage was promoted and celebrated.

- Each family completed a survey about their background and then were plotted on to a world map for display. using this data we planned and held a Multicultural Day at the end of Term 3. Staff selected a variety of activities such as origami, cooking, baseball and the Haka and students moved around in mixed groups and participated in them all. We had many parents also involved in planning and participating. A special multicultural lunch was also held. The day was a great success.
- Our Support Teacher Learning and our Support Learning officers worked closely with teachers to analyse the learning needs of students and provide the assistance with planning and programming where needed.

Each year a staff member is elected as our Anti Racism Officer. This representative is prepared to support any concerns that may arise in this area with the support of the whole community.