

Riverwood Public School Annual Report



2018



3743

Introduction

The Annual Report for **2018** is provided to the community of Riverwood Public School as an account of the school's operations and achievements throughout the year.

It provides an overview 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.

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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 165 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 92% 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 self assessment process indicated the school is working towards delivering across all elements. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning and Engagement

Purpose

Students are engaged, participate in and direct their own learning, to connect, succeed and thrive as active, informed, critical and creative citizens.

Overall summary of progress

- Teachers were engaged in professional learning in Visible Learning to embed this pedagogy in their teaching practice to enhance student learning.
- As an Early Action for Success (EAFS) school, K–2 teachers participated in professional learning in L3 and were directly supported by the Instructional Leader with support in the classroom and mentoring.
- Our PBL program was evaluated, leading to the reformation of a PBL Team to oversee the refinement and relaunch of an updated PBL program in 2019.
- The Learning and Support Team worked closely with the Assistant Principal for Learning and Support to ensure students benefit from personalised learning and behaviour plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible Learning language of learning – dispositions, learning intentions and success criteria articulated and modelled consistently by all students	\$3000	Teachers were engaged in professional learning in Visible Learning to embed this pedagogy in their teaching practice, to enhance student direction and ownership of their learning..
Positive Behaviour for Learning to be a school wide focus and PBL values to be embedded in school culture.	\$500	Our PBL program was evaluated, leading to the reformation of a PBL Team to oversee the refinement and relaunch of an updated PBL program in 2019.

Next Steps

- Professional learning targeted to build teacher capacity in areas of significant student need.
- PBL review to ensure values and expectations are appropriate and explicitly taught, while school wide systems recognise positive student behaviour and provide support for students needing assistance.

Strategic Direction 2

Staff Learning

Purpose

Staff are passionate, dedicated professionals who are committed to implementing effective teaching practice to maximise student learning, through targeted professional learning which builds teacher and leader capacity.

Overall summary of progress

- Teachers were engaged in professional learning in Visible Learning to embed this pedagogy in their teaching practice to enhance student learning.
- Professional learning in number talks, L3 and behaviour
- Preschool staff participation in professional learning through the Preschool Network
- Professional learning for Student Learning Support Officers in literacy and numeracy
- Assessment data collected for EAFS and aligned to the school's Assessment Scope and Sequence
- Quality Improvement Program for the preschool articulated meaningful areas for improvement.
- Parent session on supporting their child with numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will demonstrate improved skills in differentiating the curriculum in literacy and numeracy and meeting the learning needs of all students	\$10,000	Visible Learning professional learning enhanced teacher practice to ensure enhanced teacher clarity and student empowerment of their learning.
All staff engage in professional learning opportunities and apply their performance development plan to improve their practice.	Nil	All staff worked towards rich professional learning goals, with additional professional learning opportunities aligned to the School Plan.

Next Steps

- Development of a school model for professional learning which is evidence based and aligned to student need.

Strategic Direction 3

Community Learning and Partnerships

Purpose

Parents are engaged with our school and strengthen their understanding of the learning process, building a school-wide collective responsibility for learning. Our positive and productive partnerships with our community are enhanced and our school is promoted.

Overall summary of progress

- Parent workshops on Visible Learning, numeracy, Best Start
- Robust Kindergarten orientation program
- Increased parent helpers in classrooms
- Increased visibility of the school in the community – attendance at community events and in collaborating with neighbouring high schools

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent participation at school and community events and at parent learning sessions	Nil	Increased opportunities and attendance at parent workshops and attendance at school events.
The school's profile in the local area has enhanced and our school is the school of choice for local students	\$2000	More visibility in the community by the school being more involved in community events, such as Harmony Day at the Riverwood Community Centre, DanceSport and Combined Schools Music Festival..

Next Steps

- Devise a community engagement plan to understand the community's needs and respond effectively through a planned approach.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1556	<ul style="list-style-type: none"> • Additional support for students in reading
English language proficiency	\$115, 803	<ul style="list-style-type: none"> • In class support from 9–11 in Kindergarten • Targeted support for students through in class and withdrawal groups
Low level adjustment for disability	\$74,754	<ul style="list-style-type: none"> • Additional Learning and Support Teacher provision
Quality Teaching, Successful Students (QTSS)	\$23,530	<ul style="list-style-type: none"> • Additional teaching day
Socio–economic background	\$92, 622	<ul style="list-style-type: none"> • Physical improvements to the school environment • Funding of initiatives to ensure students access and participate in a range of learning and extra curricular activities.
Support for beginning teachers	No funds received in 2018.	
Targeted student support for refugees and new arrivals	No funds received in 2018.	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	45	58	57	68
Girls	42	40	53	57

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.3	94.7	95.1	93.3
1	90.4	90.6	94.7	94.4
2	94.6	91.5	93.8	90.2
3	94.9	94.4	93.4	94.8
4	96.1	96.4	97.7	93.4
5	94.8	91.1	96.4	94.7
6	84.5	94.2	92.5	95
All Years	92.1	93.3	94.7	93.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The school's Learning Support Team oversees the monitoring of non-attendance and works with families and the Home School Liaison Officer to ensure students attend school when the school is open for instruction. Attendance Improvement Plans are designed to improve the attendance of identified students.

Workforce information

*Full Time Equivalent

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.82
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	3.01

No staff members identify as being Aboriginal or as a Torres Strait Islander.

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	2

Professional learning and teacher accreditation

All staff were engaged in registered and non-registered hours of professional learning pursuant towards maintaining accreditation at proficient level. No new staff members received their accreditation in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	276,276
Revenue	2,019,670
Appropriation	1,981,436
Sale of Goods and Services	-22,030
Grants and Contributions	57,035
Gain and Loss	0
Other Revenue	825
Investment Income	2,404
Expenses	-1,958,955
Recurrent Expenses	-1,958,955
Employee Related	-1,643,485
Operating Expenses	-315,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	60,716
Balance Carried Forward	336,992

The school's Finance Committee oversees the school's financial management processes and governance structures to meet financial policy requirements. The intended use of available funds is to secure an above-establishment Assistant Principal to drive enhanced student learning and wellbeing outcomes in

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,061,879
Base Per Capita	23,050
Base Location	0
Other Base	1,038,829
Equity Total	284,735
Equity Aboriginal	1,556
Equity Socio economic	92,622
Equity Language	115,803
Equity Disability	74,754
Targeted Total	136,379
Other Total	436,593
Grand Total	1,919,586

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Strong performance in spelling for students in Years 3 and 5 was demonstrated, with 53% of Yr 3 students achieving Band 4 or higher and 70% of Yr 5 students achieving Band 6 or higher.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	15.8	42.1	21.1	10.5	10.5
School avg 2016-2018	6.5	15.2	34.8	19.6	13	10.9

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	16.7	22.2	33.3	22.2	5.6
School avg 2016-2018	6.7	20	20	28.9	17.8	6.7

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	21.1	5.3	21.1	10.5	26.3	15.8
School avg 2016-2018	10.9	10.9	15.2	19.6	26.1	17.4

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	15.8	5.3	21.1	26.3	26.3	5.3
School avg 2016-2018	6.5	10.9	28.3	26.1	21.7	6.5

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	20.0	30.0	20.0	20.0	10.0	0.0
School avg 2016-2018	11.9	31	26.2	23.8	2.4	4.8

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	40.0	50.0	10.0	0.0	0.0
School avg 2016-2018	12.2	31.7	26.8	19.5	9.8	0

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	0.0	40.0	30.0	0.0
School avg 2016-2018	7.1	9.5	23.8	35.7	16.7	7.1

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	20.0	20.0	50.0	10.0	0.0	0.0
School avg 2016-2018	14.3	14.3	50	16.7	4.8	0

Sound performance in Numeracy for students in Years 3 and 5 was demonstrated, with nearly 50% of Yr 3 students achieving Band 4 or higher and 70% of Yr 5 students achieving Band 5 or higher.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	36.8	15.8	21.1	15.8	10.5
School avg 2016-2018	2.2	37.8	17.8	22.2	11.1	8.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	30.0	50.0	10.0	10.0	0.0
School avg 2016-2018	2.4	33.3	31	21.4	7.1	4.8

No students identifying as Aboriginal sat NAPLAN in 2018.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, the school sought opinions about its transition programs. School-based surveys were used to gather responses. 86% of parents and 92% of students associated with the programs, and 100% of teachers, rated the transition programs (preschool to kindergarten and Yr 6 to 7) to be extremely positive.

Policy requirements

Aboriginal education

The school's focus on Aboriginal education initiatives has resulted in:

- Increased authentic Aboriginal perspectives in the curriculum
- Personalised learning pathways for all Aboriginal students
- More integrated health and education through Healthy Homes and Neighbourhoods Programs
- A grant from Housing NSW being used for uniform and extra curricular activities
- Construction of a Aboriginal Bush Tucker garden in Preschool
- Aboriginal Cultural Day from "Cultural Infusion" for all students to participate. This included dream time story telling, making boomerangs and dance, culminating in performance which parents attended
- City Country Community of Schools. 4 staff attending Dubbo schools with high levels of Aboriginal students
- Former Principal attended Broken Hill, Menindee Lakes, Bourke, Brewarrina, Narromine and Dubbo schools through city-country alliance.
- Student connections via video conference with Dubbo schools, in particular for Aboriginal students to connect.

As a result, there was:

- Increased knowledge of and understanding of Aboriginal culture
- Supporting of Aboriginal students and families financially
- Experience in Aboriginal ways of life
- Shared knowledge and experiences.

Multicultural and anti-racism education

Riverwood Public School is a culturally diverse community providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society by maintaining a focus on multicultural education across all curriculum areas. Students participated in the Riverwood Community Harmony Day event which highlighted the benefits of a strong and diverse community.

We also have a trained member of staff as the Anti-Racism Contact Officer (ARCO).