

# Riverstone Public School

## 2019 Annual Report



2970

## Introduction

The Annual Report for 2019 is provided to the community of Riverstone 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.

### School contact details

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### Message from the principal

In 2019, Riverstone Public School continues to provide quality education for all students. Committed staff, excellent student leadership, growing enrolments and active participation from students and our local community in so many events and activities throughout the year have become part of the ethos of Riverstone Public School. Whether it be in sports carnivals, performing arts events or academic studies our students continue to shine and build good character qualities.

Riverstone Public School is friendly and inclusive school, with students from Preschool to Year 6 and a Support Unit. Our learning programs are developed to support students needs and are monitored by our experienced learning and support teachers. Positive Behaviour for Learning is the framework that our school uses to provide students, staff and families with the clear expectations and rules at Riverstone Public School. This program supports Riverstone Public School students and staff to increase student engagement in learning to improve learning outcomes.

Mr Michael Cruickshank

### Message from the students

Throughout the year, our school engaged in numerous activities, which created many marvellous memories for students and staff. Over the course of the two semesters, all students, alongside their fellow peers and teachers, were able to improve their academic and social ability, as well as their character as a whole.

Some of the events that our school participated in included the colour run, cross country, athletics carnival, STEAM expo, spelling bee, public speaking competition, swimming carnival, the fun fair as well as numerous other enjoyable activities where our senior students were able to support and lead our younger students.

Ali Shamhoradi and Cameron Weiss

## School background

### School vision statement

**The staff and school community at RPS believes that it is our collective responsibility to ensure every child will:**

- \* Feel SAFE and valued by others and themselves
- \* ACHIEVE their personal best through quality teaching and learning
- \* Be ACTIVE, confident and enthusiastic Learners
- \* Develop, grow and maintain POSITIVE relationships.

**We will engage our students by:**

- \* Providing high quality teachers who model high expectations for learning and social responsibility with highly visible, dynamic and collaborative leadership
- \* Utilising 21st century learning pedagogies to provide highly engaging educational opportunities
- \* Developing strategies for staff and students to be active learners through self-reflection
- \* Making positive outcomes for students the centre of our decision making
- \* Building positive community relationships
- \* Providing our teachers with professional learning to ensure they are at the cutting edge of education

At Riverstone our common goal is : **"Every Student Every Day"**

### School context

Riverstone Public School is a growing public school in Western Sydney as part of the Nirimba network of schools. It is set on spacious, attractive grounds, and provides excellent educational and extra-curricula opportunities for all students.

In addition to emphasising literacy and numeracy in our 14 mainstream classes, the school provides a range of extra activities to extend and enrich student learning.

We value excellence in academics, the arts, sport and technology.

There is a 2 class Preschool on site that operates on a 2 and a half days per week program with students attending either in the Monday, Tuesday, Wednesday morning group, or the Wednesday afternoon, Thursday, Friday group. When vacancies exist there is the opportunity for students to attend 5 days.

The school also caters for students with disabilities in our mainstream classes and in addition we have 1 class for students with Mild Intellectual Disabilities, 3 classes for students who are Multi Categorical. Placements into these classes are through an Access Request process.

The school's inclusive education practices are recognised across the school community.

The school community are active participants in the school with our P&C providing additional support to the school and Wesley Family Services Riverstone who are based onsite at the school providing additional programs that support families in our local community assisting us to build strong partnerships.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Our three strategic directions at Riverstone Public School 2018–2020 School Plan and the SEF have underpinned all that we have aspired to achieve for our students, staff and community.

The results of this process indicated that while not all targets have been achieved and some original processes have changed, our school has demonstrated through our tracking that we are making positive gains.

In the Domain of Learning, Riverstone Public School's overall judgement was Delivering, with four elements being rated as Delivering and two elements being rated at Sustaining and Growing.

- Progress and achievement by students is identified and acknowledge through many channels including our assessment and reporting process, parent / teacher interviews, social media and assemblies.
- Attendance data is analysed fortnightly and is used to inform planning. Personalised attendance approaches such as Breakfast Club and Meet and Greet are improving regular attendance rates for students, including those at risk.
- All students are known and catered for, with identified students being supported with Individual Educational Plans (IEPs) and Personalised Learning Pathways (PLPs).

In the Domain of Teaching, Riverstone Public School's overall judgement was Sustaining and Growing, with three elements in Sustaining and Growing and one element in Delivering.

- Explicit teaching is the main practice used in school, reflecting the current evidence base. K–2 staff attend Language, Learning and Literacy to support explicit teaching and to support planning for students individualised learning plans in each class.
- The school monitors the accreditation status of all staff and encourages the use of the Professional Teaching Standards to develop effective Performance and Development Plans (PDPs) to ensure continual development for all staff.
- Opportunities such as planning days, stage and whole school staff meetings engage all teachers in professional discussion and dialogue that allows for improvement of teaching and learning within all classrooms.
- Technology continues to be an area of focus to enhance student learning.

In the Domain of Leading, Riverstone Public School's overall judgement was Sustaining and Growing with two elements in Sustaining and Growing and two elements in Delivering.

- The leadership team actively supports change that leads to improvement, providing opportunities for staff to provide feedback about change and future directions.
- Community members have the opportunity to engage in a range of extra-curricula activities which help build the school as a cohesive educational community.

## Strategic Direction 1

### Excellence in Student Learning and Dynamic Student Engagement

#### Purpose

To provide support and purposeful opportunities for every student to achieve their potential as lifelong learners through whole school programs encompassing the development of teacher capacity and student engagement.

This strategic direction guarantees that our focus is always on students. Students at Riverstone Public School will be able to take responsibility for their learning and maximise individual potential.

#### Improvement Measures

80% of K–2 students will be achieving grade appropriate levels for the National Literacy Learning Progression

80% of 3–6 students will be achieving grade appropriate levels for the National Literacy Learning Progression

80% of K–2 students will be achieving grade appropriate levels for the National Numeracy Learning Progression

80% of 3–6 students will be achieving grade appropriate levels for the National Numeracy Learning Progression

90% of staff are using Spirals of Inquiry professional learning model, focusing on evidence based practices that inform teaching and learning. Staff have a good understanding of: What is going on for our learners? How do we know? and Why does this matter?

#### Progress towards achieving improvement measures

**Process 1:** Effective implementation of evidence based Literacy and Numeracy strategies, such as LISC and feedback, to improve student learning, monitoring and measuring the impact.

Evaluation	Funds Expended (Resources)
Through reviewing termly teaching and learning programs, SAF–as and PDP discussions staff indicated they required further support in the effective and timely delivery of providing quality feedback based on learning intentions and success criteria (LISC) to students. Further professional learning in LISC will encourage teachers to focus on specific features of student work that is going to be assessed and on what the students are learning rather than what he/she is doing.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$6500.00)</li><li>• Resources (\$850.00)</li></ul>

**Process 2:** Implementing systems and structures for EAfS and school based Instructional Leaders to build student and teacher capacity in both literacy and numeracy through high quality professional learning and coaching, effective data analysis and use, and differentiated teaching and targeted interventions.

Evaluation	Funds Expended (Resources)
Data talks have been very valuable, generating deep conversations about learning. With a larger team, 2 days per 5 weekly cycle will be needed in 2020.  Throughout 2019, online EAfS PL has only been accessed by the IL. It would be beneficial to have the K–2 leadership team attend all online PL, ensuring we are using the same language and have the same direction for students.  NAPLAN data was analysed at the EAfS roadshow and network meetings. The red and amber interventions are established and are able to be distributed the leadership to others, only touching base when needed. This enables the focus to be in line with the Premier's priorities, moving the middles to top bands in 2021 NAPLAN data. The analysis of NAPLAN, focus outcomes and PLAN 2 data has led to a focus for 2020 on audience, sentence structure, punctuation and paragraphs for Stage 1. ES1 outcomes lead to an increase in writing, with a heavy focus on phonological awareness	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Resources (\$22000.00)</li><li>• Interventionist (\$20000.00)</li><li>• Professional Learning (\$12000.00)</li></ul>

## Progress towards achieving improvement measures

in Term 1. 2020 PL will be determined based on these areas and the needs of teachers.

Interventionist results have been outstanding. 55% of students were reading at grade average in Term 1, and this increased to 80% in the last data collection period. Year 1 decreased the amount of student in red zone from 81%–33%.

**Process 3:** Develop and implement an evidence–informed inquiry structure that keeps learners' progress at the centre of collaborative planning – Spirals of Inquiry approach

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Teachers have collected data along the way and have been seeing growth in student learning. Comparisons from the key questions from the beginning of the year to the end of the year were analysed with Assistant Principals leading this evaluation. This data will be used for 2020 planning within stage teams and whole school professional learning.</p> <p>Survey results collected by EAfS Instructional Leader show an increased percentage in teaching confidence. Prior to implementing Spirals of Inquiry, 73% of teachers identified the school as delivering and 27% sustaining and growing in the professional learning theme in the School Excellence Framework, Teaching, Learning and Development. After a year of spiralling, only 18% identified delivering whereas 64% believed the school was sustaining and growing and 18% excelling. This evidence will support our growth in the SEF evaluation for 2019, and give further direction for raising expectation in 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$1250.00)</li><li>• Professional Learning (\$11000.00)</li></ul>

## Strategic Direction 2

### Collaborative Teacher Development and Innovative Leadership

#### Purpose

Educational practitioners require ongoing capacity building to match the demands of a dynamic educational landscape to create the inspired learning that will develop lifelong capacities in students. Teachers need the capabilities to collaborate with and learn from others, assess their own practice and respond to feedback, and leverage technology to improve student learning.

Teachers must take a shared responsibility for student improvement by observing, supporting and providing quality feedback to colleagues, resulting in improved outcomes for the students at Riverstone Public School.

#### Improvement Measures

100% of beginning teachers have had completed the induction program and have an established mentor to guide them through the process of PDP and early career teacher programs.

100% of the executive team have established a working relationship with a coach.

All staff have achieved the identified innovation goal with the support of the School Innovation mentor.

#### Progress towards achieving improvement measures

**Process 1:** Beginning teachers have access to an ongoing induction mentoring and coaching process that uses quality strategies to support professional development.

Evaluation	Funds Expended (Resources)
In 2019 the performance and development framework supported the ongoing improvements of student outcomes through continuous development of teachers. It allowed for teachers and executive to sustain and build a positive and collaborative performance and development culture within RPS. Teachers shared that the systems currently in place to support planning, implementing and reviewing PDPs are embedded within their normal course of work. Further streamlining is required around the processes of accreditation.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$54000.00)</li><li>• Resources (\$600.00)</li></ul>

**Process 2:** Building leadership capacity and density through professional associations, networking, coaching. Provide additional opportunities by identifying PESG, LEAD program and establish a leadership coach to build their individual and team capabilities.

Evaluation	Funds Expended (Resources)
Throughout 2019 executive were encouraged to attend professional learning and increase networking opportunities that developed their capacity to lead teaching and learning effectively. Utilising links within the Blacktown Learning Community, Primary Principal's Association, Network of Inquiry and Innovation NSW, Deputy Principal's Association the executive were able to deepen their pedagogical expertise, strengthen interpersonal skills and further develop management skills.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$2500.00)</li></ul>

**Process 3:** Future-Focused teaching strategies, incorporating innovation practices embedded throughout the school in all Key Learning Areas with the support of the school innovation mentor.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Student leadership teams successfully led and participated in a range of events within and outside the school. Peer support leaders mentored students encouraging social and practical support to their younger peers.

STEAM Share kits

**Funding Sources:**

- Resources (\$750.00)
- Professional Learning (\$1600.00)

## Strategic Direction 3

### Excellence in Wellbeing

#### Purpose

Develop a systematic and broad approach to Wellbeing by bringing together the science of Positive Psychology with best practice teaching to encourage and support our school community to flourish.

Our vision is to establish a tiered approach to meet the needs of the community that is responsive to data. We are committed to improving the wellbeing of our community using a research based comprehensive approach based on Applied Positive Education.

#### Improvement Measures

Student data sources indicate an increase in;

- Social and emotional competencies
- Positive emotions
- Positive relationships
- Engagement through strengths
- Indicated sense of belonging, meaning and purpose.

Staff feedback through the PERMAH workplace assessment indicates higher levels of wellbeing for staff based on the 2018 baseline data collected.

At least 80% of the Community has engaged in school delivered program supporting wellbeing.

#### Progress towards achieving improvement measures

**Process 1:** Undertake and develop a school wide shared understanding and system for improving staff wellbeing. The system will be based on data collected and will be implemented in sections as prioritised.

Evaluation	Funds Expended (Resources)
Throughout 2019 there has been significant staff changes. During Semester 1, all staff completed PERMAH questionnaire to measure wellbeing across the workplace. Teachers engaged in collegial discussions to reflect upon the outcomes of the survey and mutually planned strategies to support developing a positive workplace environment. As part of process 1 staff also engaged in social and emotional learning (SEL) teacher professional learning. Data collected from staff who participate and implemented SEL indicated that 99% of staff agreed that SEL lessons assisted academic performance and 85% of staff felt confident to teach SEL.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$1000.00)</li><li>• Resources (\$1250.00)</li></ul>

**Process 2:** Provide tiered, researched and evidence based strategies to support student wellbeing for all students. Tiered interventions will be applied by trained internal or external staff.

Evaluation	Funds Expended (Resources)
Professional development in Tier 2 intervention focusing on classroom problem solving was provided to teachers. This professional learning was to develop teacher capacity in identifying function of behaviour and plan appropriate strategies to reduce incidents of challenging behaviour.  Staff who attended and implemented Tier 2 strategies found the professional learning supported Social and Emotional Learning programs currently being implemented at Riverstone Public School. The PBL team work towards developing a matrix to support students receiving the correct interventions for behaviour.  Due to changes to staffing, the intervention was put on hold in Semester 2 as Tier 2 requires staff to build upon universal preventions and connect and build upon systems and practices to achieve consistency across the whole	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Resources (\$1250.00)</li><li>• Professional Development (\$1500.00)</li></ul>

## Progress towards achieving improvement measures

school.

**Process 3:** Deliver opportunities for students, staff parents and key stakeholders to actively participate and engage with the school in wellbeing initiatives working towards quality Social and Emotional Wellbeing.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Throughout 2019 RPS executive provided opportunities for students, staff and parents to actively participate and engage with the school in wellbeing initiatives working towards quality social and emotional wellbeing. This included:</p> <ul style="list-style-type: none"><li>• parents social and emotional information evening</li><li>• involvement in the Tell Them From ME (TTFM) survey</li><li>• designing and implementing social and emotional learning (SEL) lessons</li><li>• videoing students asking questions on social and emotional learning to support future planning</li><li>• community days.</li></ul> <p>During Semester 2 data was collated from all key stakeholders:</p> <ul style="list-style-type: none"><li>• 98% of parents agree RPS respects families beliefs when teaching SEL</li><li>• 98% of parents agree they feel welcome when visiting RPS</li><li>• 83% of students felt their teacher knows and understands their learning needs</li><li>• 91% of students agree RPS has a positive learning environment.</li></ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Development (\$2100.00)</li><li>• Resources (\$1800.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$9 400.00)</li> </ul>	<p>During 2019 Riverstone Public School's Aboriginal students participated in:</p> <ul style="list-style-type: none"> <li>The annual Da Murrytoola AECG Allowah day. This is a day on Country for year 5 to 12 Aboriginal students held at Yarramundi National Park. Students from the Hawkesbury and Riverstone are immersed in Darug culture and are taught by members of the Darug Aboriginal Custodian Group.</li> <li>Whole School Sorry Day assembly. Students were invited to participate in a Reconciliation week themed Assembly hosted by the Aboriginal students, honouring Sorry Day and celebrating Darug culture.</li> <li>Bangarra dance workshop. Stage 3 Aboriginal students participated in a dance workshop run by the Internationally renowned Bangarra dance company.</li> <li>Staff were delivered an Aboriginal perspectives Teacher Professional Learning session by Darug woman and Riverstone classroom teacher Jasmine Seymour and Aboriginal Education Officer Tegan Hulm.</li> <li>Stage 2 students participated in an excursion to see a live dance performance held by Bangarra dance company at the Sydney Opera House, as well as visiting the Museum of Contemporary Art to view the Aboriginal and Torres Strait Islander exhibition.</li> <li>NAIDOC week celebration the whole school participated in NAIDOC themed activities that included: making Johnny cakes and sampling bush tucker foods, beading workshops, participating in a Darug Dreaming story painting and Indigenous game activities.</li> <li>Year 6 students were invited by the NSW Aboriginal Education Department to record their thoughts on Reconciliation for their Reconciliation Action Plan.</li> <li>Aboriginal Students performed Aboriginal dances for The Ponds School for NAIDOC week.</li> <li>Aboriginal students were also taught by our Aboriginal Education Officer a program of Aboriginal dances for our end of year whole school celebrations.</li> <li>Students from Stage 2 and 3 participated in an art making workshop, creating new art for the school foyer and Administration office.</li> <li>Aboriginal students and students from year 6 participated in the creation of a school Darug Country themed mural for the top cola.</li> </ul> <p>Future directions for Aboriginal Education in 2020 include establishing an RPS Aboriginal Learning Group who meet weekly to learn about culture and celebrate their learning goals.</p>
<p><b>English language proficiency</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$41 590.00)</li> </ul>	<p>Students with a Non–English Speaking background were supported in their learning with additional small group instruction and / or class guidance to deepen their comprehension of spoken and written English. Data collected shows targeted</p>

<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$41 590.00)	students have achieved 0.4% or greater in standardised assessments and have therefore received greater than a years' worth of learning.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$45 718.00)	Students were supported in their literacy and numeracy learning through targeted and explicit teaching programs. Intervention timetables were reviewed regularly and data collected was used to ensure responsiveness to students need. Weekly interest groups were held for identified students to enhance friendships and relationship building skills.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$67 000.00) • Resources (\$1 650.00)	QTSS was used to provide additional staffing resource to ensure all K–2 students identified as requiring additional support with reading and comprehension received quality teaching from an experienced Reading Recovery teacher. QTSS also provided time for the additional teaching support to mentor and coach staff alongside the EAfS Instructional Leader, monitoring student performance and providing targeted small group intervention.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	132	136	183	213
Girls	106	127	157	160

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	90.3	89.9	88.6
1	89.8	91	92	89.9
2	90.9	92	92.8	87.8
3	91.6	94.1	93.8	90.5
4	93.1	92.8	91.6	88.3
5	90.2	91.6	91.3	90.5
6	90	90.8	92.6	86.7
All Years	91.4	91.8	92	88.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.22
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	18.24

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	359,319
<b>Revenue</b>	6,480,915
Appropriation	6,320,420
Sale of Goods and Services	47,205
Grants and contributions	111,054
Investment income	2,036
Other revenue	200
<b>Expenses</b>	-6,714,027
Employee related	-6,158,679
Operating expenses	-555,348
<b>Surplus / deficit for the year</b>	-233,112

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,990,017
<b>Equity Total</b>	691,827
Equity - Aboriginal	77,975
Equity - Socio-economic	344,415
Equity - Language	105,619
Equity - Disability	163,818
<b>Base Total</b>	2,485,598
Base - Per Capita	97,931
Base - Location	0
Base - Other	2,387,667
<b>Other Total</b>	872,061
<b>Grand Total</b>	6,039,503

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

### Positive Behaviour for Learning (PBL)

PBL is an educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. At RPS students collect Learner Rockets for being a safe, respectful learner.

In 2019 we conducted an external Tiered Fidelity Inventory (TFI) survey to assess the implementation of our universal systems. Our summary score showed our Tier 1 was 97%, which allowed RPS to investigate opportunities to implement Tier 2 interventions for at-risk students.

The RPS PBL Team also sought feedback from students, staff and the community as a means of evaluating current practices within the school and to inform future directions.

### FINDINGS

#### Student:

Student responses indicated that 100% of students were aware of the Safe, Respectful, Learner expectations at RPS. Majority of students indicated that they feel PBL supports them to use strategies to reduce problem behaviours and to develop respectful friendships with peers.

#### Staff:

All staff had an opportunity to attend professional learning focussing on PBL expectations and universal systems including how the matrix developed was implemented at RPS. Many teachers commented that the consistent language around universal systems supported their behaviour management within the classroom and on the playground. Our findings also discovered that staff felt that there was a slight inconsistency with the awarding of tangible rewards.

#### Community:

An information session was held to inform the community about the rationale for PBL and its implementation at RPS. A small community focus group was consulted to identify areas of PBL at RPS that required review.

### Future Directions:

#### Riverstone PS will:

- review the award system for safe, respectful learner behaviours
- review visuals used to support PBL implementation at RPS
- review the consequences for students who do not meet the matrix expectations

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.