

# Riverwood Public School

## 2019 Annual Report



3743

## Introduction

The Annual Report for 2019 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.

### School contact details

Riverwood Public School

Union St

Riverwood, 2210

[www.riverwood-p.schools.nsw.edu.au](http://www.riverwood-p.schools.nsw.edu.au)

[riverwood-p.school@det.nsw.edu.au](mailto:riverwood-p.school@det.nsw.edu.au)

9153 8757

### Message from the principal

Riverwood Public School is a small school focused on big improvements to the learning and wellbeing outcomes for our students and families. Purposeful collaboration between staff ensures the impact of school practices is clearly known. Ongoing evaluation drives iterative and collaborative decision making ensuring our students are at the centre of all decision making. Partnerships within and beyond the school are a critical part of a very positive and productive school culture, focused on continuous improvement.

## 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 130 students from Preschool to Year Six. The school is in the Beverly Hills Principal Network. The school values and celebrates a diverse student population with 98% of students from a language background other than English. The school currently has multi-stage classes K-6 and two preschool groups.

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 notebooks. Learning opportunities for students are also available in a variety of extra-curricular areas, including a comprehensive environmental education program.

Students have access to a fully functional kitchen, school garden with outdoor classroom, purpose built school hall and extensive grassed play areas.

We have a small and enthusiastic Parents and Citizens Committee and a supportive parent community, and the school actively participates in community events and organisations.

## 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>

## 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.

#### Improvement Measures

Visible Learning language of learning – dispositions, learning intentions and success criteria articulated and modelled consistently by all students

Positive Behaviour for Learning to be a school wide focus and PBL values to be embedded in school culture.

#### Overall summary of progress

The school is making good progress in realising the desired outcomes of this strategic direction.

#### Progress towards achieving improvement measures

##### Process 1: Learning Attitude

Make meaning of and apply understanding of learning dispositions, learning intentions and success criteria in literacy and numeracy

- A culture of Visible learning embedded to increase students understanding of their learning
- Early Action for Success K–2 and 3–6
- Extra curricular experiences in creative and performing arts, sport and well-being

Evaluation	Funds Expended (Resources)
Support and mentoring from Instructional Leaders to teachers ensuring a high level of learning clarity by embedding learning intentions and success criteria in programming, whereby the start point is always student assessment.  Support from Instructional leaders to teachers to enhance knowledge of syllabus and learning progression documents.  Lesson observations provide teachers with evidence of their impact as teachers.  Creative and performing arts enhanced across the school through the establishment of extra curricular groups and student self-selected interest groups every Thursday afternoon.	Self funded Assistant Principal Learning and Wellbeing \$120,000.

##### Process 2: Student Well-Being

Opportunities for students to connect, succeed and thrive through a school wide Positive Behaviour for Learning approach

- Positive Behaviour for Learning (PBL)
- Targeted, structured Learning and Support
- Individual Learning Plans (ILPs and PLPs)
- Peer Support and Social Skills

Evaluation	Funds Expended (Resources)
Establishment of PBL Team to oversee the review, evaluation and relaunch of the school's PBL program.	Self funded Assistant Principal Learning and Wellbeing \$120,000.

## Progress towards achieving improvement measures

AP Learning and Wellbeing overseeing a whole school approach to student wellbeing.

Enhanced LST procedures to monitor at risk students.

Clear school wide processes to identify students requiring additional adjustments, targeted through ILPs.

More targeted L&S teacher programs.

## Next Steps

Ongoing evaluation to ensure impact of processes are known and to guide effective decision making.

## 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.

#### Improvement Measures

All teachers will demonstrate improved skills in differentiating the curriculum in literacy and numeracy and meeting the learning needs of all students

All staff engage in professional learning opportunities and apply their performance development plan to improve their practice.

#### Overall summary of progress

The school is making good progress in realising the desired outcomes of this strategic direction.

#### Progress towards achieving improvement measures

##### Process 1: Quality Teaching and Assessment

Design, implement and evaluate quality teaching and learning activities and assessment strategies to inform practice and evaluate impact

- Differentiating the curriculum
- Visible Learning
- Quality literacy / numeracy sessions
- Early Action for Success K–2 and 3–6
- Preschool Quality Improvement Plan
- Formative assessment in all classrooms
- Assessment scope and sequence

Evaluation	Funds Expended (Resources)
Teaching and learning programs increasingly responsive to student needs via planned differentiation and adjustments, reflecting appropriate syllabus outcomes.  Additional EAFS and mentoring time to support teachers in interrogating their impact.  Preschool QIP and philosophy updated.	Additional mentoring time with Instructional Leaders.

##### Process 2: Professional Learning

Planned, targeted professional learning to build staff capacity, knowledge and skills

- Visible Learning Community of Schools
- Country–City Learning Community
- L3 for K–2
- Literacy / numeracy progressions
- Preschool Literacy Numeracy collaboration
- Student welfare and well–being
- School administration staff training
- Performance Development Plans

Evaluation	Funds Expended (Resources)
More personalised professional learning for teachers provided via	Self funded Assistant Principal

## Progress towards achieving improvement measures

Instructional Leadership mentoring and support.

Learning and Wellbeing \$120,000.

Trauma informed care professional learning provided by School Counsellor Refugee Team.

Additional release time to enable mentoring with Instructional Leaders \$25,000.

## Next Steps

Ongoing evaluation to ensure impact of processes are known and to guide effective decision making.



## 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.

#### Improvement Measures

Parent participation at school and community events and at parent learning sessions

The school's profile in the local area has enhanced and our school is the school of choice for local students

#### Overall summary of progress

The school is making good progress in realising the desired outcomes of this strategic direction.

#### Progress towards achieving improvement measures

##### Process 1: Parent learning

Support parents to be active participants in their child's learning at school and at home

- Parent workshops / interest groups on variety of topics
- Parents understanding visible learning and PBL
- Classroom and Preschool helpers
- P&C fundraising plan and committee
- School facilities utilised by external groups

Evaluation	Funds Expended (Resources)
Parents and carers highly engaged in reviewing and relaunching the school's PBL program.  Strong involvement by parents and carers in the school's Breakfast Club program, including the completion of a food safety course and weekly organisation of a hot breakfast for the community.  P&C continued to support the school in a range of initiatives eg subsidising swimming scheme.  Increased use of school facilities by community groups eg 2 churches, martial arts group, HIPPY and Canterbury Bulldogs	\$5000 Club Grant and \$2000 RAM funding for Breakfast Club

##### Process 2: Community profile and school promotion

Authentic engagement with local businesses and organisations

- Partner with Riverwood Community Centre and local support agencies for parent support
- Work with PAYCE Consolidated and Brooks Consulting for Washington Park, including school promotions
- Update and modernise school physical appearance and resourcing

Evaluation	Funds Expended (Resources)
Design of a range of murals with our students by NITSUA (visual artist).  Replacement of some garden beds with more appropriate self-maintaining vegetation.	\$10,000 for murals  \$4500 Club Grant via Lions Club of Lugarno for sensory equipment

## Progress towards achieving improvement measures

Relationship development with Lions Club of Lugarno resulting in a working bee, removal of old playground structure and sensory equipment.	
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## Next Steps

Ongoing evaluation to ensure impact of processes are known and to guide effective decision making.

<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>	Teacher/SLSO allocation to implement programs \$10,000.	Programs resulted in students' literacy outcomes.
<b>English language proficiency</b>	\$35,000	Program enabled students to develop critical vocabulary skills and more effective support of EALD students K–2.
<b>Low level adjustment for disability</b>	\$55,000.	Speech and occupational therapy programs resulted in tailored support for students pursuant to their programs and enhancement of teacher knowledge and understanding to support students.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS allocation	Teacher feedback indicated these programs enhanced teacher capacity to provide effective teaching and learning programs.
<b>Socio–economic background</b>	\$120,000.	Enhanced learning and wellbeing programs to ensure students are known, cared for and valued.
<b>Support for beginning teachers</b>	N/A	N/A
<b>Targeted student support for refugees and new arrivals</b>	1 day per week in Semester 2.	Improved language acquisition in NAP students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	58	57	68	58
Girls	40	53	57	41

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	95.1	93.3	97.5
1	90.6	94.7	94.4	95.3
2	91.5	93.8	90.2	95.2
3	94.4	93.4	94.8	93.8
4	96.4	97.7	93.4	96.9
5	91.1	96.4	94.7	87.6
6	94.2	92.5	95	95.3
All Years	93.3	94.7	93.6	95
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
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

\*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>	336,992
<b>Revenue</b>	2,300,568
Appropriation	2,221,713
Sale of Goods and Services	7,185
Grants and contributions	68,808
Investment income	2,457
Other revenue	405
<b>Expenses</b>	-2,282,182
Employee related	-1,925,296
Operating expenses	-356,886
<b>Surplus / deficit for the year</b>	18,387

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>	129,011
<b>Equity Total</b>	352,406
Equity - Aboriginal	3,795
Equity - Socio-economic	150,505
Equity - Language	120,574
Equity - Disability	77,531
<b>Base Total</b>	1,078,001
Base - Per Capita	31,277
Base - Location	0
Base - Other	1,046,724
<b>Other Total</b>	525,838
<b>Grand Total</b>	2,085,257

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

The school community was surveyed to determine satisfaction with the school's initiatives in regards to student wellbeing, 96% of students and 100% of both staff and parents/carers indicated a strong level of satisfaction with the school's range of activities to enhance student wellbeing.

## 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.