

2020 Annual Report

Riverwood Public School



RPS
RIVERWOOD
PUBLIC SCHOOL

3743

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was certainly a challenging year! Covid-19 had a big impact on our school, with most students learning remotely for a 7 week period across Terms 1 and 2. Teachers and staff worked exceptionally hard to ensure high quality learning was provided for students at home. We worked closely with our students and families to ensure the highest level of support and collaboration between home and school was in place.

We maintained our commitment to continuous improvement and our focus on high quality, research informed reading instruction. Despite the disruptions from Covid-19, student assessment data showed the average growth in reading across the year for students was just under the equivalent of 2 years growth. We are very proud of the hard work of our students, staff and our families.

We have also been working diligently on our 2021-2024 School Improvement Plan. Strong levels of student, staff and community engagement in the new plan's development work will ensure their voices are strongly represented. Evidence informed learning, teaching and leadership will underpin the new school plan. The new plan will ensure a clear path for improvement is in place, to guide our big picture plans for improvement, and our daily work. Student learning and wellbeing is our core focus. Strong support for teachers and staff will enable their capacity to be built upon even further, following its prioritisation over the past 2 years. Our commitment to achieving improvements through strong relationships at every level across the school, will help to drive continued growth at Riverwood Public School.

Anne Davis

Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Working towards 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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

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)
Enhanced teacher knowledge in effective reading instruction and improved capacity to support learners' needs. Average effect size growth of just under 2 years of growth in reading Yrs 1-6.	EAFS Deputy Principal - Instructional Leader (3 days) and additional funding for 2 days (\$140, 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)
Enhanced capacity of students to self regulate and achieve enhanced levels of social and emotional wellbeing Higher levels of student wellbeing reported via Tell Them From Me survey responses More consistent approaches to teaching PBL lessons and monitoring student behaviour to identify additional support needs Reduced playground incidents with a broader range of opportunities for play in the playground.	Overall for wellbeing initiative - \$180, 000

Next Steps

Ongoing monitoring of impact in relation to student learning and wellbeing outcomes to inform School Improvement Plan 2021-2024.

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.

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)
Enhanced teacher knowledge in effective reading instruction and improved capacity to support learners' needs. Average effect size growth of just under 2 years of growth in reading Yrs 1-6.	EAFS Deputy Principal - Instructional Leader (3 days) and additional funding for 2 days (\$140, 000).

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)
Greater engagement with PDP process and impact on professional practice for all staff Growth in reported levels of staff and student wellbeing Enhanced teacher knowledge in effective reading instruction and improved capacity to support learners' needs Average effect size growth of just under 2 years of growth in reading Yrs 1-6.	EAFS Deputy Principal - Instructional Leader (3 days) and additional funding for 2 days (\$140, 000).

Next Steps

Ongoing monitoring of teacher impact to inform School Improvement Plan 2021-2024.

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

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)
Limited impact due to Covid-19 on school operations.	Staffing allocation.

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)
Limited impact due to Covid-19 on school operations.	Staffing allocation
Increased student enrolment across the year.	

Next Steps

Development of a community engagement strategy in the School Improvement Plan 2021-2024.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3074	Improved student outcomes in phonemic awareness and phonological skills.
English language proficiency	\$36, 168	More effective support for EAL/D students and provision of literature in a wide range of first languages, reflective on the multicultural diversity in the school.
Low level adjustment for disability	\$24, 632	More effective support for students requiring Tier 2 and 3 reading and behaviour interventions.
Quality Teaching, Successful Students (QTSS)	\$26, 143	More effective structuring of classes across the school to balance and cater for student need.
Socio-economic background	\$137, 664 - \$70, 000 DP-IL and \$67, 664 for psychology, speech and occupational therapy support.	More tailored support for teachers to enhance their capacity to meet students' learning and wellbeing needs. Targeted support for students to develop their speech and language skills, fine and gross motors skills and social and emotional wellbeing.
Support for beginning teachers	Beginning teacher support funding - \$15, 000.	Strong impact from instructional coaching to enhance teacher capacity to plan for a range of learning and wellbeing needs of students.
Targeted student support for refugees and new arrivals	NAP staffing allocation - 1 day per week.	Improved language acquisition in NAP students and enhanced teacher capacity to support EAL/D students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	57	68	58	63
Girls	53	57	41	41

Positively our student enrolments are growing, with this being a continued trend in 2021 based on current enrolments.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	93.3	97.5	85.9
1	94.7	94.4	95.3	90.2
2	93.8	90.2	95.2	92.4
3	93.4	94.8	93.8	90.7
4	97.7	93.4	96.9	84
5	96.4	94.7	87.6	90.9
6	92.5	95	95.3	81.1
All Years	94.7	93.6	95	88.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Declining student attendance in 2020 is attributed to the disruptions from Covid-19. Increased monitoring of attendance across the following year will be prioritised by the Executive Team.

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)	2
Classroom Teacher(s)	5.83
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	355,378
Revenue	2,569,437
Appropriation	2,419,925
Sale of Goods and Services	-7,194
Grants and contributions	71,661
Investment income	642
Other revenue	84,402
Expenses	-2,945,534
Employee related	-2,268,564
Operating expenses	-676,970
Surplus / deficit for the year	-376,098
Closing Balance	-20,719

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.

	2020 Approved SBA (\$)
Targeted Total	143,931
Equity Total	354,675
Equity - Aboriginal	3,074
Equity - Socio-economic	148,602
Equity - Language	123,675
Equity - Disability	79,324
Base Total	1,105,647
Base - Per Capita	26,215
Base - Location	0
Base - Other	1,079,432
Other Total	688,195
Grand Total	2,292,449

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The school community was surveyed to determine satisfaction with the school's focus on reading instruction. 87% of students, 92% of parents/carers and 99% of staff indicated a strong level of satisfaction with the school's implementation of whole class and intervention programs in reading instruction.

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.