



2021 Annual Report

Riverstone Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

At Riverstone Public School our vision is to empower students to become productive, respectful, creative and compassionate members of society. We strive for excellence by valuing a learning culture that challenges academic growth and sets high expectations for achievement.

School context

Riverstone Public School is located in Western Sydney and is part of The Ponds network. The school is located on Dharug land. This school has a student enrolment of 505. This includes a support unit and 2 unit preschool. Students come from a wide range of socio-economic backgrounds with 14% of students identifying as Aboriginal or Torres Strait Islander peoples and 37% from an English as an Additional Language or Dialect background.

Riverstone Public School is an Early Action for Success and Positive Behaviour for Learning school. We offer a wide range of learning experiences and focus on success for all students. In addition to emphasising literacy and numeracy, the school provides a range of extra-curricular activities to extend and enrich student learning. We value continuous improvement and excellence in academics, sport, arts and technology.

Our school culture is one of inclusion for all. We provide transition programs across the school including our support unit, integrating within our mainstream classes where appropriate. Our connection with our local and wider community supports the importance of a working relationship to achieve success in student learning.

Through our situational analysis, we have identified strategic planning in the following areas:

- Provide students with the strong foundations of early literacy skills to enrich oral language, reading, writing, listening and vocabulary knowledge.
- Provide support, advice and guidance to build expertise across the school through the employment of a Curriculum Advisor to work alongside the Early Action for Success Instructional Leader.
- Establish effective learning communities to improve collaborative learning culture that will enhance student learning outcomes and build teacher capacity by focusing on continuous improvement strategies.
- Develop and implement a school-wide assessment and reporting schedule to support collaborative evaluation of current practices.
- Build the capacity of teachers to integrate STEAM and digital technologies into their classroom teaching and learning programs.
- Plan and deliver quality explicit and differentiated teaching to students by providing individualised strength based feedback in order to challenge their students and encourage high expectations.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
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 growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will develop consistent, high quality explicit teaching practices to challenge the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Setting High Expectations

Resources allocated to this strategic direction

Professional learning: \$17,648.00

Low level adjustment for disability: \$68,615.00

Literacy and numeracy: \$5,000.00

Aboriginal background: \$2,500.00

Summary of progress

Throughout 2021 initiatives within Explicit Teaching and Setting High Expectations were implemented by teachers across P-6 to maximise individual growth for our students.

Professional learning focusing on the National Literacy and Numeracy progressions, linked to the NSW Syllabus' aimed at supporting teachers to deconstruct learning intentions to support explicit teaching . While there is evidence of learning intentions and success criteria across various classrooms and within some teaching and learning programs, this initiative remains within the beginning phase of implementation. Riverstone Public School has also elected to be an early adopter of new K-2 Mathematics and English Syllabus for 2022 and this will impact on the professional learning required for 2022 and beyond.

Observation data and student voice collected through learning walks and talks trial supported executive to self assess feedback at self level and task level. Due to a change in staffing across all stages within the school, we will be revisiting this professional learning in 2022-2023 to ensure a link between the success criteria and quality feedback to improve student learning.

A draft strategic assessment map was developed in consultation with Instructional Leaders and Curriculum Advisor. After further investigation into the Universal Hub, we will be required to refine this assessment map to work towards developing a data inventory system that matches syllabus, scope and sequences and data collection. This will support the development of an evaluative rhythm where data is used to inform the teaching and learning cycle.

Learning goals were visually evident in approximately 50% of classrooms. Teachers communicated learning goals with parents through academic reports, via phone calls, ILSP meetings and PLP discussions. Internal data and PLAN 2 data was used to inform student learning goals. In 2022 we plan to engage more with parents to establish a more authentic and meaningful goal for each student.

As part of the professional learning for executive, staff participated in a book study, 'Putting Faces on The Data'. This book study and the participation of some executive in The Ponds Network Community of Practice, supported executive with the early discussion of developing protocols around Walks and Talks to best suit the Riverstone context. The executive trial of the implementation across targeted classrooms fostered conversation about teaching and learning from a shared vision of high quality teaching that impacts on student learning and research. Due to the success of this trial, this initiative will form part of the school improvement plan in 2022.

The investment into a Curriculum Advisor to work alongside the Early Action for Success Instructional Leader lead colleagues in developing the knowledge and skills on how to utilise the tools within PLAN 2 to develop data-informed focus groups. This provided opportunities for staff to differentiate instruction based on student level of achievement using assessment. Flexible grouping inclusive of differentiated strategies supported staff to meet the challenge of meeting student learning needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students achieving the top two bands in NAPLAN reading increases from 29.1% to 32%.	34.7% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
The proportion of students achieving the top two bands in NAPLAN numeracy increases from 18.4% to 21%.	Data indicates that 17.71% of students in top 2 bands numeracy showing a decline from baseline data.
The proportion of students achieving expected growth targets in NAPLAN reading increases from 56.5% to 58.5% (lower bound system-negotiated target).	The percentage of students achieving expected growth in reading decreased to 45.45% indicating progress yet to be seen toward the lower bound target.
The proportion of students achieving expected growth targets in NAPLAN numeracy increases from 68.1% to 68.9% (upper bound system-negotiated target).	The percentage of students achieving expected growth in numeracy decreased to 36.67% indicating progress yet to be seen toward the lower bound target.
50% of students in K-2 achieve Phonological Awareness (PhA) and Phonic Knowledge and Word Recognition (PKW) age appropriate observable behaviours as identified in the National Literacy Progressions aligned to the NSW English syllabus and measured through PLAN2 platform.	60% of students in Years K-2 have achieved age appropriate observable behaviours as identified in the National Literacy Progressions aligned to the NSW English syllabus and measured through PLAN 2 platform within Phonological Awareness (PhA) and Phonic Knowledge and Word Recognition (PKW).
The proportion of Aboriginal students achieving the top 3 bands in NAPLAN reading increases from 12.5% to 20%.	Review of student progress against the learning progressions indicates students are working towards their learning goals. NAPLAN scores indicate a decrease in the percentage of Aboriginal students in the top three bands.
60% of students in 3-6 achieve Creating Texts (CrT) and Spelling (SpG) age appropriate observable behaviours as identified in the National Literacy Progressions aligned to the NSW English syllabus and measured through PLAN2 platform.	Incomplete data sets due to delay in implementation of some initiatives during 2021, means this progress measure has not been captured. A progress measure has been determined for 2022.

Strategic Direction 2: Excellence through collaborative inquiry

Purpose

To improve our schools collaborative learning culture and to build the capacity of all staff we will regularly participate in evidence-based professional learning activities and structured lesson observations that focus on how different teaching approaches impact on student learning so that every student, every teacher, every leader is improving every year.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning
- Collaborative Inquiry

Resources allocated to this strategic direction

QTSS release: \$85,882.00

Professional learning: \$3,700.00

Low level adjustment for disability: \$13,000.00

Summary of progress

Throughout 2021 initiatives within High Impact Professional Learning and Collaborative Inquiry were implemented to embed a learning culture that draws on collective expertise.

The implementation of the Curriculum Advisor was a welcomed addition to 3-6 staff and also supported professional practice across the Ponds network through the initiation of The Ponds Network Community of Practice. The roles and responsibility for the position included planning and delivering professional learning, supporting colleagues learning needs within the classrooms and ensuring teachers comply with legislative and administrative requirements. On reflection it was identified that to authentically provide tailored instructional coaching for colleagues, this role incorporated to many variables. In 2022 we will move towards a more targeted staged based approach to instructional coaching. This model will also incorporate the transition from an Early Action for Success Instructional Leadership approach to the Assistant Principal Curriculum and Instruction model.

Due to the unpredictability of 2021 opportunities for coaching and mentoring aspiring leaders and beginning teachers were impacted. The support will continue and be expanded upon in 2022 to build the capacity of classroom teachers, aspiring leaders and middle management.

Collaborative Learning Communities (CLCs) occurred both face-to-face and online in 2021 and were at times hindered by the availability of casual staff. CLCs focused on the practice from What Works Best around explicit teaching and collaboration. Overwhelming feedback has indicated that this structure inclusive of peer observations, colleague feedback and how to use data to inform practice should continue into 2022. CLCs will be added to our professional learning schedules and data assessment map.

With the change in both staffing and the model of instructional leadership, data talks were reviewed and adapted. Data talks were embedded into CLC'S as part of the teaching and learning cycle of 'using data to inform practice'. An electronic and physical data wall was established to display, celebrate and investigate the growth and achievement of all students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In the Tell Them From Me Teacher Survey, 3-6 staff data displays a positive trajectory in the areas of Learning Culture, Data Informed Practice and Teaching Strategies.	Tell Them From Me data from staff in Years 3-6 indicates: <ul style="list-style-type: none">• an increase from 7.6 to 8.4 in Learning Culture• an increase from 7.5 to 7.9 in Data Informed Practices• an increase from 7.8 to 8.1 in Teaching Strategies

Using the High Impact Professional Learning School self-assessment tool, the theme Establish link between professional learning and continuous school improvement within the element Professional learning is continuous and coherent is self-assessed at the Delivering level.	Self-assessment using the High Impact Professional Learning School self-assessment tool, the theme Establish link between professional learning and continuous school improvement within the element Professional learning is continuous and coherent is self-assessed at Delivering level.
The learning and development element in SEF is self-assessed at the Sustaining and Growing level.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development.
Using the High Impact Professional Learning School self-assessment tool, the element Collaborative and applied professional learning strengthens teaching practice is self-assessed at the Delivering level.	Self-assessment using the High Impact Professional Learning School self-assessment tool, the element Collaborative and applied professional learning strengthens teaching practice is self-assessed at Sustaining and growing as there is evidence of systems and practices that regularly promote collaborative opportunities for all teachers to learn from each other.
In the Tell Them From Me Teacher Survey, P-2 and 3-6 survey data displays a positive and consistent trajectory within Collaboration.	Tell Them From Me data from K-6 staff indicates a positive and consistent trajectory within collaboration. Years K-2 increased from 8.2 to 8.4 and Years 3-6 increased from 7.1 to 8.0.

Strategic Direction 3: Community Connections

Purpose

By focusing on community connections, we will improve student, staff and community learning and wellbeing. Together we will contribute to identifying student needs, goals and aspirations and communicate the views of all stakeholders.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strengthening cultural connections
- Sense of belonging and identity

Resources allocated to this strategic direction

English language proficiency: \$22,423.00

Aboriginal background: \$84,661.00

Socio-economic background: \$33,880.00

Per capita: \$17,200.00

Summary of progress

Throughout 2021 initiatives within Strengthening Cultural Connections and Sense of Belonging and Identity were implemented to support building partnerships between staff, students and community.

Through the success of our Dharug language program we have authentically embedded culturally inclusive practices and perspectives to enhance the understanding, appreciation and connection of our school community: The integration of language into History and Geography K-6 and supported through the Preschool cultural and language grant has contextualised the teaching of the curriculum through culture. Complexities around staffing will be a consideration throughout 2022 though a barrier we will work through. The success of this program has provided Aboriginal students with the opportunities to lead and has created a sense of prestige among our Aboriginal community.

Extending these opportunities into supporting families and sharing within our local school network this year was restricted and challenging due obvious state wide restrictions, although we did achieve significant milestone such as Dharug language community sessions and cooking classes. We are confident this will explore deeper throughout 2022 by revisiting and extending on what was achieved in 2021 and by utilising more face to face opportunities to celebrate and model our cultural inclusiveness across the school community

Termly professional learning agendas were created and aligned to the SIP and teaching standards. These agendas were responsive to student and staff needs and focused on 'keeping the main thing, the main thing'. Using this school based system supported staff to be reflective and benchmark themselves in areas for professional growth.

The FORGE wellbeing program was not successful across K-2 due the complex nature of the questions that form the assessment. More age appropriate explicit teaching is required to support K-2 students in dealing with emotions. FORGE data sets for years 3-6 were incomplete and teachers voiced the lack of easy accessible technology was a barrier for this program.

The school continues to address attendance concerns through a tired approach of universal, targeted and individual strategies. The impact of COVID-19 continued to affect student attendance in 2021. An attendance team, inclusive of students and community is planned for 2022 to support greater engagement and awareness and a sense of belonging.

The development and implementation of a formal advocacy program did not begin in 2021. Planning is underway for how to best use the Tell Them From Me Survey, FORGE data and personnel to best identify students who would benefit from the advice of a supportive adult at school.

The learning and support team and educational support team have strengthened systems and strategies throughout 2021 to assess student learning and support those with diagnosed learning needs. A comprehensive range of assessments allow the staff and parents to make informed decisions in response to their child's learning, social and emotional needs. In 2022, a focus on the capacity building of colleagues to learn the processes in completing access requests and developing an understanding of the roles of specialist staff within the department will need to be enabled.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of ATSI students attending 90% or more increases from 35.2% to 45%.	The number of Aboriginal students attending greater than 90% of the time or more has increased to 62.5%.
In the FORGE metric scale Year 1 to Year 6 scores in optimism and engagement increase from an average of 3.6 to 3.8.	Incomplete data sets due to delay in implementation of some initiatives during 2021, means this progress measure has not been captured. A progress measure has been determined for 2022.
The proportion of students attending 90% or more increases from 62.17% to 70%.	The number of students attending greater than 90% of the time or more has increased to 70.5%.
In the Tell Them From Me Student Survey, the proportion of students reporting positive wellbeing at school increases from 87.4 to 90%.	Tell Them From Me data shows 87.01% of students reported positive wellbeing.
In the Learning Domain of the School Excellence Framework, the Wellbeing themes caring for students, a planned approach to wellbeing and individual learning needs are self-assessed at Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the Wellbeing Themes caring for students, a planned approach to wellbeing and individual learning needs.

Funding sources	Impact achieved this year
Integration funding support \$101,239.00	<p>Integration funding support (IFS) allocations support eligible students at Riverstone Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning Plans (PLPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: students demonstrated progress towards their personalised learning goals in literacy. ILSPs were regularly updated and responsive to student learning needs and progress. Eligible students received personalised learning and support within their own classrooms and through targeted intervention programs that completed the classroom based literacy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is reviewed twice a term. The use of integration funding will be adjusted throughout the year in response to student's ILSP reviews to ensure funding is used to specifically address each student's support needs. The review of integration programs at Educational Support Team meetings to ensure explicit teaching practices are supporting the most vulnerable students.</p>
Socio-economic background \$199,382.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Riverstone Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Sense of belonging and identity • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Educational Support Team to support identified students with additional needs • employment of additional staff to support the Attendance Matters program implementation. • engage with external programs to support student wellbeing practices. • additional staffing to support class structures. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - supporting students success through the development of Educational Support Team. This supports students P-6 in prioritising literacy and numeracy interventions for students to access the curriculum at their point of need. - manageable class sizes that are based grade and stages with no cross stage classes by employing the 16th classroom teacher. - all classrooms having access to quality mathematics resources to support

Socio-economic background \$199,382.00	<p>student learning and engagement.</p> <ul style="list-style-type: none"> - class teachers being able to collaborate twice a term to evaluate teaching practices, program, discuss student work samples and plan where to next from student data and work samples. - each stage having access to a budget to support purchasing specific resources to embed teaching and learning programs including online readers, celebration resources, incursions. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue to engage the EST to support literacy and numeracy intervention for students and begin to develop aspiring teachers in this area. Continue to use funding to support students accessing teaching and learning programs in well resourced and welcoming learning environments.</p>
Aboriginal background \$89,261.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Riverstone Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening cultural connections • Setting High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>an increase of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 70% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students in literacy and numeracy.</p>
English language proficiency \$177,031.32	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Riverstone Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening cultural connections • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging)

<p>English language proficiency \$177,031.32</p>	<p>support</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in:</p> <p>Classroom teachers participated in professional learning, where the EAL/D teacher guided how to make informed decisions on plotting students against the EAL/D progressions. Teachers looked at student data and analysed writing samples.</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. To develop a school-wide system that supports the regular updating of EAL/D data in ERN.</p>
<p>Low level adjustment for disability \$168,359.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Riverstone Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaborative Inquiry • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>The school achieving a more consistent approach to student learning support and interventions with an increased number of students being able to access teaching and learning support targeted at their level of need. Intervention and classroom teachers have had training in how to best support or differentiate learning for students needs. LST and EST has supported students to come on and off programs utilising relevant data sources.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. A case management approach by the Wellbeing Team is to be adapted to support students who are not being supported through LST and EST.</p>
<p>Literacy and numeracy \$7,692.60</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Riverstone Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy \$7,692.60</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Setting High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <p>Students in P-2 having access to an online platform to support students learning from home. This supported students, parents and teachers to prioritise learning activities that were targeting students engagement, fun and continued learning programs. This platform was used when learning returned face-to-face to engage parents with the learning taking place in the classroom when schools continued to be a high risk location.</p> <p>The school executive completed a book study on Putting Faces On The Data by Lyn Sharratt and Michael Fullan to check-in on student learning. This has supported the Instructional Leader and Curriculum Advisor in evaluating the implementation of professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support K-2 students with an online platform to engage parents and carers with the learning happening in the classroom and to support at home learning activities throughout future years. Learning walks and talks continue to be an initiative to support students literacy and numeracy growth and attainment.</p>
<p>Early Action for Success (EAfS) \$137,210.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Riverstone Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • train staff and assist with data analysis in Literacy and Numeracy • build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - an increase in the percentage of students or above expected growth for writing. - average scaled growth for reading and spelling is same as or above state and SSSG. - value-add for 3-5 is Delivering. - whole school assessment map for learning. - data analysis to inform future professional learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>data inventory will be developed based around school and department tools</p>

Early Action for Success (EAfS) \$137,210.40	for assessing student learning. Mathematics will be a priority in 2022 to support students growth and attainment.
QTSS release \$85,882.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Riverstone Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a Curriculum Advisor to liaise with Instructional Leader to build capacity of 3-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation. <p>The allocation of this funding has resulted in: the learning culture and teaching practices in 3-6 were supported with the employment of the Curriculum Advisor. This role has supported the Instructional Leader in having a whole school approach to targeted professional learning, in class support through coaching and mentoring and a collaborative approach to assessments. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing a distributed leadership model with an Instructional Coach on each stage to build teacher capacity, lead literacy and numeracy and work alongside the Assistant Principal, Curriculum and Instruction.</p>
Literacy and numeracy intervention \$35,317.00	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Riverstone Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a 3-6 Curriculum Advisor to address literacy and numeracy learning needs and build teacher capacity. • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: the learning culture and teaching practices in 3-6 were supported with the employment of the Curriculum Advisor. This role has supported the Instructional Leader in having a whole school approach to targeted professional learning, in class support through coaching and mentoring and a collaborative approach to assessments. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice to support students in literacy and numeracy.</p> <p>This intensive approach has resulted in improved 3-6 staff TTFM survey results where they have now matched the results gathered from K-2. Quality teaching of literacy and numeracy is taking place in each classroom to</p>

Literacy and numeracy intervention \$35,317.00	<p>support students growth and attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>developing a distributed leadership model with an Instructional Coach on each stage to build teacher capacity, lead literacy and numeracy and work alongside the Assistant Principal, Curriculum and Instruction.</p>
COVID ILSP \$204,532.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing/releasing staff to coordinate the program • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -74% of students on numeracy intervention program reached stage level for additive strategies as captured in PLAN 2. At the commencement of the program there was 0% of students on the program at stage level. -37% of students on numeracy intervention program reached stage level for Quantifying Numbers as captured in PLAN 2. -26% of Aboriginal and Torres Strait Islander students reached stage expectation and 92% of Aboriginal and Torres Strait Islander students demonstrated significant progress in the numeracy intervention program. -Students are able to articulate learning goals and strategies to successfully achieve their goal. Through visible learning and bump it up walls, students know their learning goals and also their 'where to next' as identified in the National Literacy Numeracy Progressions. -32% of students who participated in the MiniLit program are now achieving stage expectation and 29% of students are achieving just below stage expectation. -the establishment of an Educational Support Team. The EST reviews student progress using intervention progress data, evaluates the effectiveness of the intervention for the student, attendance is monitored and refers any students with identified additional needs to the Learning and Support Team. The EST team consists of the COVID ILSP teachers, learning support officers and executive. -online intervention support for 85 students through the Learning From Home period was delivered in small group and individual sessions to ensure intervention programs continued and students continued to receive the necessary learning support. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> -to continue the implementation of literacy intervention and numeracy small group tuition. Students will be identified as candidates through evaluation of school data and progress will be monitored 5 weekly through the Education Support Team. -to expand numeracy intervention to all number progression elements. -to improve processes to support shared responsibility for student learning. Strengthening COVID ILSP teacher and class teacher communication, data conversations and consistency to assist students to transfer skills in each setting. -to specifically monitor progress of Aboriginal and Torres Strait Islander students in the COVID ILSP program and adapt practices to suit their learning styles and improve their literacy and numeracy outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	183	213	210	234
Girls	157	160	175	202

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.9	88.6	90.4	90.2
1	92	89.9	88.2	91.1
2	92.8	87.8	88.5	89
3	93.8	90.5	88.9	88.3
4	91.6	88.3	93.4	91.3
5	91.3	90.5	86.4	91.8
6	92.6	86.7	90.1	82.7
All Years	92	88.9	89.4	89.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	4
Classroom Teacher(s)	22.07
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	11.42

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	126,605
Revenue	6,033,394
Appropriation	5,995,721
Sale of Goods and Services	4,099
Grants and contributions	33,159
Investment income	214
Other revenue	200
Expenses	-5,997,453
Employee related	-5,394,658
Operating expenses	-602,795
Surplus / deficit for the year	35,941
Closing Balance	162,546

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.

	2021 SBAR Adjustments (\$)
Targeted Total	101,239
Equity Total	634,042
Equity - Aboriginal	89,261
Equity - Socio-economic	199,384
Equity - Language	177,032
Equity - Disability	168,366
Base Total	3,913,804
Base - Per Capita	107,410
Base - Location	0
Base - Other	3,806,394
Other Total	920,553
Grand Total	5,569,638

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.

Parent/caregiver, student, teacher satisfaction

Throughout 2021, students, staff and community completed internal and external surveys and participated in focus groups to identify areas in which the school is making positive traction and areas for further consideration / improvement.

Positive feedback identified by staff:

- Collaborative practices, including opportunities to observe colleagues
- Professional learning in literacy

Opportunities to improve identified by staff:

- Using NAPLAN data to reflect on whole school progress
- Using data to inform programming

Positive feedback identified by students:

- Learning Dharug language
- Teachers take the time to listen to me

Opportunities to improve identified by students:

- Additional lunch time activities
- More technology in the classrooms for all children

Positive feedback identified by community:

- I am aware of how my child is progressing
- Explicit teaching of literacy

Opportunities to improve identified by community:

- More technology integrated into classroom
- Improved NAPLAN results
- Additional extra-curricula activities

In response to this feedback and utilising the evidence collected during External Validation 2021, the school will consider:

- Maintaining a strong focus on literacy and research further teaching practices in numeracy
- Alter playground roster to support lunchtime clubs and training
- Continue Dharug language lessons.
- Audit current technology and include STEAM professional learning termly agendas.
- Expand upon the opportunities for staff to observe, share, and celebrate teaching strategies to support the building of capacity across all staff.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.