

# 2021 Annual Report

## Mount Riverview Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Mount Riverview 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.

## School contact details

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Mount Riverview Public School

Rusden Rd

MOUNT RIVERVIEW, 2774

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

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

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## School vision

At Mount Riverview Public School we strive to develop a positive culture where all people are respected and valued, and where high expectations for teaching and learning are achieved. We are committed to developing and maintaining open, collaborative relationships between students, staff, parents and the wider community. Our school is a place where students can achieve personal success in their academic, social-emotional, physical and behavioural development. Students are at the heart of all that we do.

## School context

Mount Riverview Public School is situated in the Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community, a group of schools committed to working together to provide the best educational opportunities for our students.

The school has a student enrolment of 213 including 9% from a non-English speaking background and 4% identifying as Aboriginal. The school is a focal point of the local community and is supported by parents and carers who value having input into school decision-making and contributing to school initiatives. Parents have strong aspirations for their children to access rich, quality educational and extra-curricular experiences. They want them to be challenged, supported and encouraged in ways that help them achieve their best, develop a strong interest in learning and for them to feel nurtured, happy and confident in a safe, respectful learning environment.

Students are supported to be safe, respectful learners by strong 'Positive Behaviour for Learning' systems, explicit teaching and a culture of high expectations. Students with additional needs are well supported by our experienced Learning and Support Team, which provides access to targeted funding, learning assistance programs and specialist support.

The school provides many opportunities for students to engage in extra-curricular learning and events, and has strong traditions in sport, performing arts and community service.

The school is well-resourced by highly committed, professional teaching and administrative staff, most with significant experience working in schools. The school facilities are aligned to supporting effective teaching practices and quality learning experiences, including the provision of various technologies for students and staff. Our school is consistently ranked in the top 20% of socio-economic advantage.

Through our situational analysis, the school has identified a need to focus on the areas of student learning growth, quality teaching and student wellbeing.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student learning performance and growth in literacy and numeracy through the use of individualised learning goals and differentiating learning for the needs of high potential and gifted 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.

- Curriculum Differentiation in English and Maths
- High Expectations Learning Culture

### Resources allocated to this strategic direction

**Professional learning:** \$6,200.00

### Summary of progress

Our focus for 2021 was on developing teacher understanding of curriculum programming requirements, with specific attention on the use of explicit teaching strategies and learning adjustments. Some teachers are using student learning goals, some are using learning intentions and success criteria, and all are using small group instruction as part of their explicit teaching practice. Teachers used assessment information to determine every student's learning achievement on the literacy progression for one aspect of reading. Stage team meetings and targeted professional learning in additive strategies, phonics/phonemic awareness and high potential-gifted education have been key components of teacher professional learning. Internal and external data measures revealed some progress towards our planned achievement. We had positive growth in the percentage of students across the school reading at or above expected benchmark levels and in the number of K-2 students achieving in the top 20% in PAT reading.

To ensure we meet the learning needs of all students and support improved achievement of learning outcomes, next year in this initiative we will use the literacy and numeracy progressions to develop learning goals for every student every term. Stage teams will meet at least three times per term for the purpose of data conversations, with the focus on using assessment data to inform teaching practice and programs. A data tracking system will be used to monitor student learning progress and to guide teaching decisions about target students. Teachers will engage in professional learning related to differentiated learning opportunities for high potential and gifted students. Reviews of teaching programs will be refined to incorporate learning intentions and success criteria in English and Maths, learning adjustments across lessons or units of work, and to ensure more regular feedback is provided to teachers.

### 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
100% of teaching programs document adjustments for student learning at various levels - personalised learning plans, units of work, lessons and assessments.	Review of teaching programs indicate the majority include evidence of learning adjustments in the reading strand and all include evidence of learning adjustments in the number sense and algebra strand.
100% of teaching programs show evidence of explicit literacy and numeracy teaching to students at all levels of achievement.	Regular checks of learning from home programs indicate all teachers provide learning adjustment options to meet various needs of students.
100% of teachers use a system for tracking and monitoring student learning growth in English or Maths.	Informal observations of classroom teaching show evidence of explicit literacy and numeracy teaching across the school.
50% of students identify a specific and measureable learning goal for English	Review of teaching programs indicate some teachers use learning intentions and success criteria in Mathematics lessons.
	Data tracking documents show evidence that 100% of class teachers have utilised the introduced system for identifying every student's achievement against the literacy progression in one aspect of reading.

<p>and Maths (increased from 37% of Year 4-6).</p>	<p>Learning support profiles show evidence that every student targeted in the learning support program has an individual education plan developed with reference to curriculum needs in reading, writing and Maths.</p> <p>All class timetables align with the NESA expected time allocations for each Key Learning Area.</p> <p>Survey responses indicate the majority of Year 3-6 students identify what they are learning about in English (80%) and Mathematics (82%) during the learning from home period.</p> <p>'Tell Them From Me' teacher survey responses indicate the majority of teachers (81%) are using learning intentions and success criteria for teaching English and Maths at least once per day.</p>
<p>Increase students reading at or above expected benchmark levels to average 70% across K-2 and 82% across Year 3-6.</p> <p>Increase students achieving in top 20% in PAT Reading to 26% in K-2 (from 17%) and to 35% in Year 3-6 (from 29%) based on national norms.</p>	<p>Slight increase in average of students reading at or above expected benchmark levels (K-2 69%, from 65% in 2020; Y3-5 81%, from 79% in 2020).</p> <p>The majority of students K-5 are reading at or beyond expected level (K-53%, Y1-68%, Y2-87%, Y3-70%, Y4-100%, Y5-97%).</p> <p>An average of 22% of students in grades K-5 are reading below expected level.</p> <p>K-2 stage team meetings have focused on the development of a structured phonics and phonemic awareness program to address curriculum requirements and the skills outlined in the literacy progression.</p> <p>Informal observations of classroom teaching show evidence of small group explicit reading instruction across the school.</p> <p>Increase in students achieving in top 20% in PAT Reading to 27% in K-2 (from 17% in 2020).</p> <p>Slight decrease in students achieving in top 20% in PAT Reading to 27% in Year 3-6 (from 29% in 2020).</p> <p>Slight decrease in students performing in bottom 20% in PAT Reading to 10% in K-2 (from 12% in 2020).</p> <p>Increase in students achieving in top 20% in PAT Maths to 24% in K-2 (from 11% in 2020).</p> <p>12% of students in Year 3-6 achieving in top 20% in PAT Maths based on national norms (compared to 20% in 2020).</p>
<p>60.74% of students in Year 3 and Year 5 achieve top 2 bands in NAPLAN Reading.</p> <p>48.41% of students in Year 3 and Year 5 achieve top 2 bands in NAPLAN Numeracy.</p>	<p>42% of Year 3 students and 35% of Year 5 students achieved in the top two bands in NAPLAN Reading indicating progress is yet to be seen toward the system-negotiated target (62%).</p> <p>33% of Year 3 students and 37% of Year 5 students achieved in the top two bands in NAPLAN Numeracy indicating progress yet to be seen toward the system negotiated target. (49%).</p>
<p>67% of students achieve expected growth in NAPLAN Reading from Year 3-5.</p> <p>51.9% of students achieve expected growth in NAPLAN Numeracy from Year 3-5.</p>	<p>70% of students achieved at or above expected growth in NAPLAN Reading, exceeding our 2023 system-negotiated target (69%).</p> <p>64% of students achieved at or above expected growth in NAPLAN Numeracy, exceeding our 2023 system-negotiated target (57%).</p>

## Strategic Direction 2: Quality teaching

### Purpose

To develop and refine data driven teaching practices in literacy and numeracy that are responsive to the learning needs of all 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.

- Assessment Practices
- Data Skills and Use
- Instructional Leadership and Collaborative Practice

### Resources allocated to this strategic direction

**Professional learning:** \$6,600.00

**QTSS release:** \$44,900.00

### Summary of progress

Our focus for Strategic Direction 2 in 2021 was to develop a consistent and collaborative approach across the school to improve our assessment practices as well as tracking and monitoring student data progress to support differentiated programming, teaching and learning to meet the needs of all students. In order to do this, we looked at improving the instructional leadership across the school and focused on high impact professional learning. Executive staff collaborated with network colleagues on a data wall project and on introducing the spiral of inquiry process. Executive conducted an assessment inventory and revised whole school assessment schedules including class and whole school data collection procedures. A data tracking system was established for one aspect of reading and teachers used this data to plan and embed quality practices into their everyday teaching. Teachers engaged in dialogue about student learning needs during stage team meetings and offered support in further programming and teaching requirements to continually improve student outcomes.

To continue to ensure that every student has access to quality teaching, next year in this initiative we will use professional learning time to work with staff to refine the whole school data tracking system and plan for a consistent focus and approach to having data conversations. To do this, we will schedule regular stage team data conversations as part of our spiral of inquiry process. We will aim to track all students in one aspect of literacy and numeracy using the literacy and numeracy progressions. By using the progressions, we will negotiate identified learning goals and work with students on what they need to achieve them. We will also collaboratively plan for the use of targeted, quality teaching strategies in response to identified 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
100% of teaching programs align with curriculum programming and assessment expectations.  Significant majority of teachers (75%) use learning intentions and success criteria in English and Mathematics lessons and assessment tasks.  Significant majority of teachers (75%) set explicit, achievable and challenging learning goals for students in English and Maths.  Majority of students (51%) achieve their	Teaching programs across the school are beginning to align with greater consistency to curriculum and assessment expectations. This has been evidenced by a consistent focus across the school on collaborative programming and assessment planning. Staff collaborate regularly in stage teams to develop consistent judgement of assessment tasks and this is used to plan for future teaching and to set individual learning goals in literacy and numeracy.  Learning intentions and success criteria have been an ongoing focus in class lessons to ensure students are made aware of what they need to achieve to become successful learners. 75% of teachers begin lessons by explicitly discussing with their students the learning intentions and success criteria in some English and Maths lessons. During home learning, teachers regularly included learning intentions and success criteria as part of their Google Classroom lessons. Moving forward, we will need to embed a

<p>identified learning goals for English and Mathematics.</p> <p>Majority of students (51%) can talk about what they are learning and how they know they will have achieved this learning.</p> <p>School Excellence Framework self assessment in the element of Curriculum shows improvement from 'working towards delivering' to 'delivering'.</p>	<p>systematic school-wide approach to incorporating learning intentions and success criteria more consistently and share our practices in how this is done. 9% of teachers use learning intentions and success criteria for teaching English and Maths every lesson, 36% use them for every session, 36% use them at least once a day, 9% use them at least once a week and 9% use them at least once a term.</p> <p>Teacher survey data indicated:</p> <ul style="list-style-type: none"> <li>• Collaboration was a strength for our school, particularly that teachers share their learning goals for students with each other.</li> <li>• Some growth in data informed practice, with teachers using formal assessment tasks to help students set challenging goals.</li> <li>• Building teacher understanding of student work which demonstrates different grades of achievement is an area for development</li> </ul> <p>Some teachers have started to use 5 key questions about learning for student self-assessment and in these classes 51% of students are able to identify the learning they are doing and how they know they will achieve the learning. A more strategic, consistent focus on the regularity of asking students these questions needs to be a focus for 2022 and beyond.</p> <p>Our school is currently evaluated as working in the 'delivering' stage in the School Excellence Framework element of 'Curriculum'.</p>
<p>100% of teachers engage in regular data conversations as stage teams.</p> <p>Data conversations are used to identify student learning progress and too plan for future teaching.</p> <p>100% of teachers track student learning progress in at least one aspect of literacy or numeracy.</p> <p>School Excellence Framework self assessment in the element of Data Skills and Use shows improvement from 'working towards delivering' to 'delivering'.</p>	<p>100% of teachers regularly engage in data conversations during stage team meetings. This has been evidenced by initially conducting a whole school data assessment inventory to identify the types of assessment practices being implemented across the school that inform teacher planning. Further to this, data conversations have been embedded into stage team meetings and was a major focus for our school as part of the 'Data Walls Pilot Project'.</p> <p>Our school worked collaboratively with other schools in the Blue Mountains on the 'Data Walls Pilot Project', with the aim to develop a data tracking system which would build teacher understanding of their students learning needs and guide them with planning their teaching to meet the needs of every student. Each stage team set up a data tracking system based on one aspect of literacy progression. The Year 3-6 focus was on comprehension and the Year K-2 focus was on phonics knowledge and phonemic awareness. Teachers engaged in regular stage team meetings to discuss how students were tracking in this one aspect and to identify possible teaching strategies to support continuous improvement. Our future directions will include making our data tracking systems more accessible to all teachers, rather than just stage teams, and to incorporate at least one aspect of numeracy tracking for 2022.</p> <p>Teacher survey data indicated that 82% of respondents (65% of all teachers) believe having an accessible data wall is an important tool to support them and their colleagues in planning for their students in literacy and numeracy.</p> <p>Our school is currently evaluated as working in the 'delivering' stage in the School Excellence Framework element of 'Data Skills and Use'.</p>
<p>School Excellence Framework self assessment in the element of Educational Leadership shows improvement from 'working towards delivering' to 'delivering'.</p> <p>100% of executive staff achieve their PDP goal related to instructional leadership practice.</p> <p>100% of teachers engage with at least one Spiral of Inquiry process to explore an identified area of professional learning need.</p>	<p>Our school is currently evaluated as working in the 'delivering' stage in the School Excellence Framework element of 'Educational Leadership'.</p> <p>100% of our Executive staff have been developing the capacity to improve their instructional leadership practice as part of their own professional learning, with the support of a Principal mentor. Each Executive member of staff has engaged in professional readings and conversations twice a term, setting personal and professional goals to assist with leading staff and whole school programs. Executive teachers have been working with their stage teams in the classroom as instructional leaders to support teachers with their literacy and numeracy programs and with assisting and extending the students in their learning.</p> <p>100% of teachers have engaged with professional learning led by the Executive, focused on using the 'spiral of inquiry' process. All teachers have</p>

Stage team planning session minutes show evidence of regular use of assessment data and collaboratively programming of teaching and learning.

engaged in discussion about school case studies to deepen foundational knowledge of the process and how we might use it at our school. A set of group norms were established to ensure that all teachers understood the rules of engagement in a spiral of inquiry process. Each stage team has since been led through part of a spiral of inquiry process, starting with the three big picture questions - What is going on for our learners? How do we know? Why does it matter? Teachers collaborated in discussion about student data using tracking sheets and focusing on one aspect of literacy. This led to each teacher identifying a small number of focus students for teaching and professional learning discussion. In 2022, the Executive are planning to further develop their knowledge of leading the 'spiral of inquiry' process by working with Executive and instructional leaders in other schools and through targeted workshops.

Consistent teacher judgement and data discussions have been an ongoing focus in stage team planning sessions throughout the year. This is evidenced in the minutes for these stage team meetings.



## Strategic Direction 3: Student wellbeing

### Purpose

To work collaboratively as a school community in developing safe, respectful learners by fostering a supportive environment where students are empowered to develop positive attitudes, values, goals and behaviours.

### 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.

- Attendance Procedures
- Personalised Support Plans
- Positive School Environment

### Resources allocated to this strategic direction

**Aboriginal background:** \$9,300.00  
**Professional learning:** \$1,500.00  
**Low level adjustment for disability:** \$86,750.00  
**Socio-economic background:** \$10,000.00  
**Literacy and numeracy:** \$24,600.00  
**Integration funding support:** \$75,000.00  
**English language proficiency:** \$6,800.00  
: \$51,000.00  
**Per capita:** \$5,000.00

### Summary of progress

Our focus was to build healthy, happy, engaged and successful students who showed enjoyment at wanting to be at school. In order to do this teachers focused primarily on professional learning to build background knowledge and teacher capacity around the personalised learning needs of students relating to attendance, Aboriginal Education and behaviour. Some policies and procedures were reviewed. This supported teachers to collect and analyse data for targeted students. Individual Education Plans were developed and implemented, in consultation with most parents, to cater for students with additional learning needs. The high level needs of some students with disability were reviewed regularly in collaboration with parents/carers.

To ensure we meet the wellbeing needs of all students and support engagement and success, next year in this initiative we will continue to build upon teacher capacity through professional learning, particularly in the areas of trauma informed practice and Aboriginal Education. Consultation with our Aboriginal community will support the development of our Personalised Learning Pathway (PLP) process, ensuring we set authentic learning and personal goals for all Aboriginal students. We will revise and refine our school procedures in Learning Support, to best cater for the learning needs of all students with disability.

### 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
91.6% of students achieving 90% or more attendance rate	83% of K-6 students achieved the target attendance rate - 90% or more., which was significantly higher than the state (65%). Attendance data is tracked on Senral and has been monitored regularly throughout the year. Two students (1% of our school) were targeted for individualised support based on their level of absence.
Senral 'Wellbeing' data shows improved behaviour for students targeted for Tier 2 group interventions.  100% of teachers engage with professional learning opportunities	Our initial Tier 2 group consisted of selected boys from Yrs 2-5 in Term 2, who engaged in the 'Stop, Think, Do' program in weekly sessions. Data showed these students continued to be involved in minor incidents of problem behaviour in Term 4. We will continue the Tier 2 intervention groups in 2022, considering the specific needs of targeted students in developing a student-focused program.

<p>related to trauma informed education and the Behaviour Strategy.</p>	<p>100% of teachers engaged in module 1 of 'Trauma Informed Practice' professional learning. Modules 2-4 will be completed in 2022.</p>
<p>Increase in students receiving School Medallions (from 1%).</p> <p>Decrease of students having repeated (3 or more) minor behaviour incidents (from 8%).</p> <p>Majority of students (51%) believe the school toilet facilities are clean and well look after (increased from 29%).</p>	<p>87 students (42%) received a School Banner, which was an increase of 8% from 2020. There was also an increase of school medallions presented, from 1% in 2020 to 2% in 2021. There was a decrease in the number of Gold Awards presented (92% in 2020 to 85% in 2021).</p> <p>There has been an increase in the students having repeated (3 or more) minor behaviour incidents from 2020 to 2021 (8% in 2020 to 10% in 2021).</p> <p>50% of our students in 2021 believe that our toilet facilities are clean and well looked after. This is an increase of 21% from 2020.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Riverview Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support Plans</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build SLSO capacity around behaviour interventions</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students identified with targeted funding for a disability have received personalised support from their class teacher and Learning Support Team, and have learning adjustments documented in an individual education plan. Class teachers were supported to develop and implement effective learning adjustments for students with disability. Improved teacher and SLSO knowledge about targeted student needs and capacity to meet them.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Establish strategies for engaging in regular communication and consultation with parents of all targeted students about their child's needs and progress at school.</p>
<p>Socio-economic background</p> <p>\$18,940.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Riverview Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support Plans</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to assist learning support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students identified with a disability have received personalised support from their class teacher and Learning Support Team, and have learning adjustments documented in an individual education plan. All students had access to the equipment required for classroom learning. All students had the opportunity to participate in school excursions, incursions and the athletics program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Consider targeting funding to support delivery of a whole school priority curriculum program. Establish strategies for engaging in regular communication and consultation with parents of all students in learning support program about their child's needs and progress at school.</p>

<p>Aboriginal background</p> <p>\$9,300.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Riverview 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support Plans</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• purchase resources to support teaching about Aboriginal history and culture</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All Aboriginal students identified with a disability have received personalised support from their class teacher and the Learning Support Team, and have learning adjustments documented in an individual education plan. Teachers have access to resources which support the teaching of all students about Aboriginal history and culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Establish strategies for engaging in regular communication and consultation with parents of Aboriginal students about their child's learning at school. Consult with our Aboriginal community about our Personalised Learning Pathway (PLP) process, ensuring we set authentic learning and personal goals for all Aboriginal students.</p>
<p>English language proficiency</p> <p>\$6,800.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Riverview Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support Plans</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 33% of EAL/D students received personalised support from their class teacher and the Learning Support Team, and have learning adjustments documented in an individual education plan.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Establish strategies for engaging in regular communication and consultation with parents of EAL/D students about their child's learning at school.</p>
<p>Low level adjustment for disability</p> <p>\$86,750.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Riverview Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support Plans</li> </ul>

<p>Low level adjustment for disability</p> <p>\$86,750.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All students identified with a disability have received personalised support from their class teacher and Learning Support Team, and have learning adjustments documented in an individual education plan.  The Learning Support Teachers communicate with students on the learning support program about their child's learning goals and progress.  All applications for integration funding support have been successful.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Establish strategies for engaging in regular communication and consultation between class teachers, Learning Support Teachers and parents of all students in the learning support program about student learning needs and progress at school.  Establish and communicate our school's Learning and Support procedures.</p>
<p>Literacy and numeracy</p> <p>\$24,600.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Riverview Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Support Plans</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All students identified with a disability have received personalised support from their class teacher and Learning Support Team, and have learning adjustments documented in an individual education plan.  The Learning Support Teachers communicate with parents of students on the learning support program about their child's learning goals and progress.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Establish strategies for engaging in regular communication and consultation between class teachers, Learning Support Teachers and parents of all students in the learning support program about student learning needs and progress at school.  Establish and communicate our school's Learning and Support procedures.</p>
<p>QTSS release</p> <p>\$44,900.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Riverview Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership and Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Executives regularly engaged with classroom teachers in classrooms to support their professional practice and guide their professional learning.</p>

<p>QTSS release</p> <p>\$44,900.00</p>	<p>Executives effectively lead stage teams in collaborative planning sessions. Executives engaged in professional dialogue with colleagues from other schools, a Principal mentor and with the Principal to guide the development of their leadership practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consider using funding to support delivery of a whole school priority curriculum program, releasing teachers in stage teams to engage in regular professional learning lead by Executive.</p>
<p>COVID ILSP</p> <p>\$82,600.00</p>	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and/or numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> For students in the 'Bump It Up' program, Semester 1 data indicated: Year 1 - all students moved up at least one numeracy assessment level; 64% of students attained expected reading level; all students progressed at least two reading levels; an average progression of five reading levels. Year 2 - all students achieved expected numeracy assessment level; 67% of students attained expected reading level; all students progressed at least two reading levels; an average progression of three reading levels. Year 3 - all students achieved expected numeracy assessment level; 50% of students attained expected reading level; an average progression of two reading levels. For students in the 'Bump It Up' program, Semester 2 data indicated: Year 3 - students progressed an average of nearly two reading levels. Year 5 - students achieved on average 54% of questions correct in the numeracy Check In Assessment. Year 6 - students improved on average by one stanine level in PAT Maths. Across the year, 39 students were supported in their literacy learning and 35 were supported in the numeracy learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consider ways to refine practices in collecting student assessment data at regular intervals and using this data to track student learning progress in reading and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	103	108	109	107
Girls	112	108	122	108

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	92.6	96.6	94.9
1	95.5	90.7	95	95
2	94.9	93.5	94.6	93.6
3	97.6	94	96.7	93.6
4	96.5	94.3	94.6	95.3
5	93.9	94.2	94.8	93
6	93.2	91.9	95.7	94.8
All Years	95.3	93	95.4	94.3
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

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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)	8.16
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.40%
Teachers	3.00%	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 (\$)
<b>Opening Balance</b>	143,111
<b>Revenue</b>	2,306,923
Appropriation	2,216,934
Sale of Goods and Services	4,900
Grants and contributions	84,868
Investment income	220
<b>Expenses</b>	-2,256,560
Employee related	-2,002,723
Operating expenses	-253,837
<b>Surplus / deficit for the year</b>	50,364
<b>Closing Balance</b>	193,475

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.

The school has retained \$119, 827 of 'School and Community' funds, some of which will be allocated to projects aimed at improving our school facilities. The school does not retain any surplus/deficit. These funds return to the NSW Department of Education.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	77,430
<b>Equity Total</b>	121,931
Equity - Aboriginal	9,378
Equity - Socio-economic	18,948
Equity - Language	6,849
Equity - Disability	86,756
<b>Base Total</b>	1,791,265
Base - Per Capita	56,945
Base - Location	0
Base - Other	1,734,319
<b>Other Total</b>	98,726
<b>Grand Total</b>	2,089,351

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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

The 'Tell Them From Me' student survey data indicated:

- increase in students feeling proud of their school (76% in 2021 compared to 64% in 2020)
- increase in students agreeing the toilets are clean and well looked after (50% in 2021 compared to 29% in 2020)
- students with positive behaviour at school was a strength (93% for our school compared to 83% for state norm)
- students feeling accepted and valued by their peers and others at school was an area for improvement (68% for our school compared to 81% for state norm)
- some students (31%) believe there are not enough shade or undercover areas for students

The 'Tell Them From Me' parent survey data indicated:

- 39% of our families responded to the survey
- parent support of learning at home was a strength (higher than state norm)
- emails, formal interviews and informal meetings were the most useful types of communication when discussing their child
- parents feeling informed was an area for improvement, particularly being informed about their child's learning progress and social-emotional development
- some parents (80% of respondents or 34% of our school's parents) were not aware of their child's learning goals for English or Maths, or of their progress towards achieving these
- responses showed a consistent theme of parents wanting more regular communication from teachers about what their child is learning, how they are progressing, what they may need help with, how parents can help at home (35% of our school's parents)

The 'Tell Them From Me' teacher survey indicated:

- 79% of our teachers responded to the survey
- teachers use of inclusive school strategies was a strength, particularly their inclusion of students with special needs in class activities and striving to understand their learning needs
- involving parents in their child's learning was an area for improvement, particularly asking them to review and comment on student work and sharing learning goals
- some teachers (55% of respondents or 43% of our school's teachers) are unsure whether they have the knowledge required to engage with students on Aboriginal culture and histories
- most teachers (82% of respondents or 65% of our school's teachers) believe having an accessible data wall is an important tool to support them and their colleagues in planning for the learning of our students in literacy and numeracy
- most teachers (81% of respondents or 64% of our school's teachers) use learning intentions and success criteria at least once daily



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.