

# 2022 Annual Report

## Riverbank Public School



4653

# Introduction

The Annual Report for 2022 is provided to the community of Riverbank 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

---

Riverbank Public School  
25 Wentworth Street  
THE PONDS, 2769  
<https://riverbank-p.schools.nsw.gov.au>  
[riverbank-p.school@det.nsw.edu.au](mailto:riverbank-p.school@det.nsw.edu.au)  
02 9626 7511

## Message from the principal

---

Riverbank Public School has continued to create a challenging learning environment that encourages high expectations, along with the fostering of students' self-esteem. This path is developing each student to acquire the knowledge, skills and core values necessary to achieve personal success and to enrich our community. Riverbank students are inclusive, respectful, responsible and build relationships on many levels.

Riverbank's School Plan articulated our vision for four years, based on three strategic directions. These directions have underpinned our planning for this period, as well as educational expectations of our students. Our School Plan identified the school's priorities and has driven a culture of continuous improvement. The plan has allowed us to move forward with a collaborative, considered and consistent approach to nurturing success for our students, staff and the school community.

Our priorities included an increased focus on teacher professional learning and collaboration to improve student outcomes; the implementation of new administration and finance systems and strengthening partnerships with neighbouring schools and our community through the P&C Association; and an increased presence on social media.

We have continued to build a collaborative vision with staff, students and parents, by making the time for having the right conversations with each other. Circle Time has been an integral part of how we have built inclusive and authentic connections based on trust, and how we have collectively embraced both celebrations and challenges. Together with the staff and community, we have continued the development of differentiated programs to meet the needs of all students in line with the Department of Education's Wellbeing Framework. Our Restorative Practice philosophy provides a common language and practice to build respectful relationships and foster effective communication among students, staff, parents and the wider community. Student voice, through feedback and our school parliament sessions, allows every student to be known, valued and cared for.

Our school's motto, 'Learning to Live, Living to Learn' has reinforced a broad and enriching curriculum, which not only focuses on strong literacy and numeracy programs, but also on the social and emotional wellbeing of our students, whilst respecting a culturally diverse community.

Mrs Jeanie Brown

Principal

## School vision

Riverbank Public School community has established an inclusive, collaborative and challenging learning environment built on high expectations, where data informed practices are distributed through instructional leadership. Our vision is to build on our strong community partnerships, through respectful Restorative relationships, that collaboratively empowers student voice and feedback, so that all students become confident, resilient, self-directed and successful learners.

## School context

Riverbank Public School opened in Term 1, 2015 and is located in the suburb of The Ponds in the north-west of Sydney. The school shares a site with The Ponds High School and is part of a collaborative and challenging approach to teaching and learning. The school has an emphasis on high expectations, outstanding teaching and learning programs supported by ongoing professional learning of staff. Our Quality Teaching Framework and rich curriculum content, creates an excellent environment for engaged and effective learning. Collaborative planning and decision-making, together with distributed instructional leadership practices are features of the school. Our school is a member of The Ponds Learning Community. Focus is placed on the development of quality literacy and numeracy programs and the use of technology to support and engage students.

Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences. The whole school community, involving students and staff, parents, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to continue to use data informed practices that ensure all students have access to stage appropriate learning. Further work will need to occur around collaborative planning and co-teaching to deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Our instructional leadership practices will ensure every student and every teacher improve every year. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. Through our Educational Support Teacher intervention initiatives, individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Students will be monitored every five weeks on performance data to determine areas of need.

Our rapidly growing student population is 2110, 89% of whom have a language background other than English. The school has three Multi-Categorical support classes and encourages a holistic and inclusive approach, supported by strong student wellbeing programs. Our Restorative Practice Framework provides a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community. The school has strong partnerships with the P&C, parents and local community. Dedicated staff, whose student centred approach, supports the school's strategic improvement plan, to allow for every student, every teacher and every leader to improve every year.

## 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Maximise student learning outcomes by strengthening school wide practices. This includes embedding processes for collecting and analysing reading and numeracy data to inform differentiated programs and interventions 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.

- Data Informed Practice
- Personalised Learning

### Resources allocated to this strategic direction

**Per capita:** \$494,869.17

**Beginning teacher support:** \$219,950.00

**QTSS release:** \$368,896.41

**Literacy and numeracy:** \$23,196.00

**New Arrivals Program:** \$25,605.00

**Literacy and numeracy intervention:** \$114,921.00

**Professional learning:** \$122,624.27

### Summary of progress

Our focus for 2022 was to maximise student learning outcomes by strengthening school-wide practices. This included embedding processes for collecting and analysing student Literacy and Numeracy data to inform differentiated programs and interventions that are responsive to the needs of all students.

Instructional Leaders are committed to continuous improvement of teaching practice in order to maximise learning outcomes for all students. As a result of the success of our Instructional Leadership support in 2021, the school revised its model and expanded the number of Instructional Leaders to seven. Our Instructional Leaders worked with teachers within classrooms to implement evidence-based teaching practices to support student learning. Instructional leaders engaged in cycles where student data was analysed for student need and target groups were determined in collaboration with classroom teachers, educational support and leadership teams. They provided support for the identified students and at the end of each cycle, student data and progress was analysed.

In Numeracy, the key area of problem-solving and mathematical language featured significantly in our work in Strategic Direction 1. Riverbank continued to analyse student Numeracy data and used the school-wide problem-solving strategy to support student progress and achievement. The school has strengthened this initiative through the implementation of Numeracy learning walls within each classroom where students reflect on their understanding of the problem-solving strategy. Student data around problem-solving was tracked through the implementation of a mobile data wall where each teacher is responsible for tracking student learning against a rubric. These mobile data walls were used to monitor class data and identify cohort trends when teachers engaged in collaborative data talks with their grade.

Led by the Instructional Leaders and aspiring leaders, new staff engaged in professional learning around the school-wide problem-solving initiative to support a consistent implementation across all classrooms.

Visible Learning continued to be a focus across the school with the continuation of parent workshops, 3-way Teacher Parent conferences and an increase in the number of Open Classroom Student Goal Sharing sessions throughout the year. The school's next step in our Visible Learning journey was to include regular Learning Walks throughout the year to gauge student learning and reflect on school initiatives. To strengthen evidence-based practices across the school, the parameters outlined within Lyn Sharratt's *Clarity* were used to guide our strategic priorities. This included the implementation of Literacy and Numeracy Bump It Up Walls (the third teacher) and critical questions.

Data-informed practices is an integral focus at our school. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. Data talks regularly took place with School Executive, Instructional Leaders, Educational Support teachers and in 2022, included classroom teachers to discuss grade data, triangulation and where to next. Upon reflection of the use of PAT assessments, the school is purchasing PAT Adaptive for 2023.

Next year, the school will focus on educating our community on the use of Bump It Up Walls. With the appointment of



two Assistant Principal, Curriculum & Instruction Leaders (AP, C&I), assessment practices will be enhanced as we focus on ensuring that practices are flexible and part of daily classroom instruction. The role of the AP, C&I will be to build teacher knowledge around the new curriculum as well as formative assessment practices so that all teachers are making informed decisions to guide teaching and support student growth.

### 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
<ul style="list-style-type: none"> <li>Top 2 bands (or equivalent) NAPLAN reading of 64.2% (upper bound).</li> </ul>	<p>Top 2 bands NAPLAN reading achieved for both Year 3 and Year 5.</p> <p>Year 3 Top 2 bands NAPLAN reading - 74.17%</p> <p>Year 5 Top 2 bands NAPLAN reading - 64.69%</p>
<ul style="list-style-type: none"> <li>Students achieving at or above expected growth NAPLAN reading of 70.2% (lower bound).</li> </ul>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>
<ul style="list-style-type: none"> <li>Top 2 bands (or equivalent) NAPLAN numeracy of 58.1% (lower bound).</li> </ul>	<p>56.43% of students are now in the top two skill bands (NAPLAN) for Numeracy, indicating 1.58% increase is still required to achieve our lower bound target of 58.1% annual progress measure.</p>
<ul style="list-style-type: none"> <li>Students achieving at or above expected growth NAPLAN numeracy of 79.6% (lower bound).</li> </ul>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>
<ul style="list-style-type: none"> <li>Between 65% and 68% of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start year to end year scores in Progressive Achievement Test (PAT) in reading.</li> </ul>	<p>Upon reflection, due to students displaying strong performance at the beginning of the year, the PAT assessment was unable to measure growth as it is the same assessment completed. The school has reflected on this implication and has purchased PAT Adaptive assessments for 2023 which will effectively measure growth even with higher performing students.</p>
<ul style="list-style-type: none"> <li>Between 70% and 73% of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scores in Progressive Achievement Test (PAT) in numeracy.</li> </ul>	<p>Upon reflection, due to students displaying strong performance at the beginning of the year, the PAT assessment was unable to measure growth as it is the same assessment completed. The school has reflected on this implication and has purchased PAT Adaptive assessments for 2023 which will effectively measure growth even with higher performing students.</p>

## Strategic Direction 2: Collective Teacher Efficacy

### Purpose

Continue developing collaborative practices, resulting in collective teacher efficacy. Ongoing focus is applied to distributed instructional leadership to sustain a consistent culture of effective evidence-based teaching and applied high impact professional learning.

### 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.

- Collaborative Practice
- Building Teacher Capacity

### Resources allocated to this strategic direction

**Aboriginal background:** \$7,979.15

**Per capita:** \$10,000.00

**English language proficiency:** \$700,000.00

**Integration funding support:** \$169,356.00

**Socio-economic background:** \$38,780.42

**Low level adjustment for disability:** \$248,899.47

### Summary of progress

This initiative was chosen as a focus in order to seek consistency in teacher practices, using high impact professional learning and collaborative practices. 2022 saw collaborative teaching practices continued to be developed resulting in collective teacher efficacy, where the focus is on distributed instructional leadership.

To improve our practices and processes we have compared results from entry to exit slips (formative assessments) to drive adjustments in programs and differentiated groupings. The Co-teaching Policy and Co-teaching Agreement were reviewed with a focus group to ensure that our policies were still meeting the needs of the school. Through the Co-teaching Team, teacher voice drove the need for further Co-teaching PL delivered to K-6 teachers to ensure that all teachers understand the research from SLEC (School Learning Environments and Change) about the Co-teaching Cycle, Co-teaching Models and Learning Modes. A parent workshop will be developed for 2023 to support parents in understanding the research behind Co-teaching and the Riverbank vision. Professional Learning on Learning Modes was undertaken by Stage 2 and Stage 3 teachers to ensure that all staff were able to demonstrate their use in the classrooms. Stage 2 were upskilled and capacity was built through conversations and sharing practice with experienced teachers in Stage 3.

What worked well was data talks where each grade's data trackers drive 5-weekly data conversation to reflect on students' growth. These data trackers also formed part of the handover to the executive staff at the end of the year. Grade trackers are pivotal when analysing the effectiveness of teaching programs and pedagogical practice. Intervention at both student and teacher level resulted in the equitable deployment of Educational Support teachers and the Assistant Principals as Instructional Leaders. Data talks have now extended to included classroom teachers. These are held once a term, led by Executive staff. Classroom teachers have the opportunity to identify students of need and review student data, including students' growth. As a result, classroom teachers are now more accountable as they triangulate data and are more engaged in the process of matching faces to the data. All Key Learning Area Scope and Sequences (K-6) have been updated to ensure continuity of learning across grades and stages.

Visible Learning continues to be embedded across all grades and stages, led by Executive Staff in their roles as Instructional Leaders. Professional learning around Lyn Sharratt's Clarity practices were undertaken by all executive staff and have led to the implementation of Bump It Walls in all K-6 classrooms and Learning Walks became embedded practice.

High Potential and Gifted Education remained a focus area with whole school PL delivered on the Policy, using the Differentiation Adjustment Tool and understanding the new Learning and Support Referral. PL also focused on developing teacher capacity to identify High Potential and Gifted characteristics. Talent development opportunities have been identified in the four domains to implement in 2023.

Beginning Teachers have participated in formal group sessions to further understanding of school wide and Department processes as well as unpacking the AITSL standards and accreditation process. As such, early career staff have collated evidence, annotations and applied for Proficient Teacher Accreditation. Executive staff have been in classes to ensure

that needs-based mentoring has been provided to early career teachers.

Aboriginal Education initiatives for 2022 were implemented following whole school professional learning in this area. Acknowledgement of Countries were developed for each K-6 class, whole school and personal staff acknowledgements. Staff engaged in professional learning about Culture Immersion from Wandana. The school's PLP process was refined and committee leaders attended an Aboriginal Education leadership conference. Students participated in cultural workshops led by Erin Wilkins and our Indigenous garden plan has continued to be developed through student voice.

Professional learning for staff and implementation of Visible Learning practices, Co-Teaching and data informed programs will be ongoing.

### 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
Through educational leadership, teacher efficacy will be built to ensure classroom teachers can deliver an average effect size of 0.4 for a year's growth in a year's time frame for their class	<p>* PAT data for effect size was used for Years 1-6. Reflection on this is that it did show growth for majority of students, however, did not demonstrate effect size for students who perform beyond expectation at the start of the year because there is no room for development .</p> <p>* Stage 3 used internal pre and post testing of all Numeracy content areas to show the effect size growth of students.</p>
<p>- Whole school K-6 student tracker set up to track a student through their entire primary schooling.</p> <p>- External and internal tests used to guide student learning goals.</p>	<p>* Whole school data tracking system is in place and utilised for triangulation, to show continual growth of students throughout the years, reporting and assessment and data talks. Data talks include class teachers, executive and educational support. SRN numbers were used to support accuracy of data and identification of students. Hyperlinks are also included to link the whole school data trackers to students ILP's, PLP's, IEP's and sentral communication.</p> <p>* Through data talks with class teachers and executive, we are in the initial stage of Case Management identification and processes.</p> <p>* External assessments such as NAPLAN, PAT, Best Start, Check In assessment and Year 1 phonics Screening was used for triangulation of data and identification and tracking of support intervention for all students. Teachers support students by looking at all assessment data to drive their students goals.</p>
<p>- Whole school understanding of School Learning Environments and Change (SLEC) research on 'Learning and Teaching in Innovative Learning Environments'. Teachers to use the Organisation for Economic Co-operation and Development (OECD) Seven Principles of Learning, the General Capabilities, the Learning Modes and SLECs guide to 'Planning Lessons in innovative learning environments' to develop, implement and deliver innovative programs in English and Mathematics</p> <p>- Achieving the High end of Sustaining and Growing in Teaching and Learning Programs as measured in the School Excellence Framework</p>	<p>* Co-teaching professional Learning was provided for K-6. K-2 focused on the implementation of the co-teaching cycle and briefly introduced the learning modes. Years 3-6 focused on making the learning modes visible and accessible to the students. Classes were provided with velcro wall charts to show students what mode they were working in.</p> <p>* The school is Excelling in Teaching and Learning Programs as measured in the School Excellence Framework.</p>



<ul style="list-style-type: none"> <li>- Consistent implementation of the Co-Teaching Cycle</li> <li>- Mentor teachers, including identified highly efficacious classroom teachers, and the educational leadership team, will be recorded and practice analysed to improve teacher efficacy.</li> <li>- Systems are in place to ensure Riverbank teaching methods are consistent and maintained.</li> <li>- Tell Them From Me survey trend data is positive (7.9) in the area of "teacher collaboration" from the 2020 baseline regarding collegial feedback.</li> </ul>	<ul style="list-style-type: none"> <li>* Professional Learning was delivered to all K-4 staff and all new teaching members of Stage 3 on Co-Teaching Cycle. Co-teaching agreements have been established across the whole school. Time was provided through the PL schedule to review co-teaching agreements and the co-teaching cycle.</li> <li>* Co-teaching committee met each term to discuss points of need across the school. At the end of Term 1, changes were implemented to ensure K-2 use of the co-teaching hub and the co-teaching cycle.</li> <li>* Consistency of systems is maintained through school wide teaching and learning programs proformas that include; modeled, guided, independent learning methods, as well as support and extension activities. Bump it Up Walls have been implemented across the school K-6. The school has a consistent approach for word problems in mathematics through the 'Problem Solving Cross'. The role executives as instructional leaders ensures that these processes are consistent and maintained.</li> <li>* Tell Them From Me survey was not completed by staff in 2022. A focus group and a whole school teacher survey was completed to provide teacher voice. The focus group identified that teachers were satisfied with teacher collaboration and opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>- Professional learning is continuous, coherent and aligned to school goals, allowing teachers to deepen their practice through evidence-informed best practice.</li> <li>- High Impact Professional Learning self assessment - Sustaining and Growing across all five elements and at least 1 element in Excelling.</li> </ul>	<ul style="list-style-type: none"> <li>* Professional learning schedules are devised by senior executive and modified by APs to reflect the needs and priorities of each team. The core professional learning reflects school goals and strategic directions.</li> <li>* Executive staff conducted the HIPL School Self-Assessment Tool. It is designed to drive improved student learning outcomes by interpreting the elements of High Impact Professional Learning (HIPL) and describe what practice might look like. For all five elements, the school was assessed as Excelling.</li> </ul>

### Purpose

---

To strengthen current high expectation practices through collaborative and restorative relationships prioritising community engagement and student voice. This aims to support the wellbeing of all students so they can connect, succeed, thrive and learn.

### 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.

- Student Wellbeing - Attendance
- Student Wellbeing - Student Voice
- Community Engagement

### Resources allocated to this strategic direction

---

### Summary of progress

---

Our focus for 2022 was to further strengthen high expectation practices through collaborative and restorative relationships that prioritised community engagement, student attendance and student voice. This continues to support the wellbeing of all students to connect, succeed, thrive and learn.

Our initiatives that supported student attendance include the following:

regular communication to parents through the school newsletter on the value of attendance; phone calls home (classroom teacher) on the third consecutive day of absence; 'Rory's Roll Call' K-6 tracking fortnightly class attendance, awarding the winning class in each grade with the school mascot (plush toy) to be used in restorative sessions for the following fortnight; and 'In the gate by half-past eight' mantra, that encourages student punctuality and discourages consistent student lateness and/or partial attendance.

This has resulted in overall improved school attendance from 94.3% to 94.7%. Two main platforms of analysing attendance data were used (Sentral and Scout) with various reports able to be produced. A whole school attendance tracker has continued to be utilised, which reflects the tier model, including intensive intervention, early intervention and a whole school approach.

Riverbank values the perspectives and opinions of all students. This year, 1-6 students engaged in Parliament sessions (twice a term). Younger grades participate in Parliament by watching remotely in their classrooms and providing class representatives to share motions in person.

Year 6 student leaders present weekly HIP Key videos (via YouTube links), which are emailed to all classes. This communication also includes the HIP Key focus of the week, outlining circle time ideas for classes specific to each key. Weekly class 'circle time' sessions focusing on the 'Key of the Week' and address student/class concerns/issues as they arose, eg appropriate use of technology, playground behaviour. This has continued to ensure collaboration amongst students, increased confidence in group and class participation, a decrease in Sentral notifications for negative behaviour and consistent reflection and action based on our school values of, being respectful, responsible and building relationships.

Teacher's emails continue to be provided to parents as the first means of communication. This has resulted in a reduction in the number of emails to the school email as these queries are going directly to the teacher building a deeper relationship between parents and staff.

Other ways that Riverbank regularly engage with the community include:

utilising the school app daily to disseminate important information to families; sharing weekly Facebook posts about school events, specialist groups and sharing the learning occurring across the school; distributing our fortnightly newsletter with updates; sharing student learning goals through open classrooms for families; holding annual three-way conferences to share and discuss student progress; and providing families with community engagement videos that provide opportunities to authentically engage in their child's learning and are accessible at any time on the school website. These include Visible Learning, Literacy and Numeracy strategies. Student Reports and Data-Informed Practice and Educational Support.

Ongoing staff attendance at local AECG meetings strengthens community relationships and links with Aboriginal and Torres Strait Islander students and families.

Next year, as Riverbank Public School continues to develop collaborative relationships built on high expectations, we aim to:

sustain parent engagement through regular information sessions (including recordings and face-to-face sessions); goal sharing mornings where students can articulate next steps; further PL for staff based on Attendance Matters, wellbeing and classroom management; continue to embed evidence-based strategies into teaching and learning programs to support student attendance and student voice, including peer lead focus groups; engage with and actively implement the IER through our third stage of professional learning for all staff (Behaviour Policy and Restrictive Practices) and regularly revising policies and procedures; IL mentoring of Restorative Framework and best practice when implementing Circle Time within the classroom; and a select group of students will form a focus group to participate in a discussion using The Ponds Networks' Student Audit Cards. This will occur once a term.

### 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
Increase the percentage of students attending >90% of the time to be between the lower bound target of 89.4% (uplift of 10.01%) and the upper bound target of 94.4% (uplift of 15.01%).	The number of students attending greater than 90% of the time or more has increased by 1.5% (2020 - 80.1%, 2021 - 84.6%, 2022 - 86.1%).
Increase the wellbeing system negotiated target (Expectations for Success, Advocacy and Sense of Belonging) to be between the lower bound target of 92.3% (uplift of 8.2%) and the upper bound target of 97.3% (uplift of 13.2%).	Tell Them From Me Survey results indicate 85.85% for the domains of Expectations for Success, Advocacy and Sense of Belonging. There was a slight drop in 0.13%.
<ul style="list-style-type: none"> <li>- 5% increase from 2021 data on parent satisfaction of workshops/information sessions</li> <li>- Increase the school mean on the 10-point scale ('parents are informed') to 6.8</li> </ul>	<p>Parents have continued to develop their understanding of what their child is learning through 3-way interviews, goal sharing sessions with students and parent engagement videos, which gave parents information on educational content, data practices and reporting.</p> <p>On a 10-point scale in the Semester 2 Tell The From Me Survey, parents indicated a score of 6.7 for questions related to 'parents are informed'. This was ahead of the NSW Government norm of 6.6 but was 0.1 off our school target of 6.8</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$169,356.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Riverbank 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>• Building Teacher Capacity</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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</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 the following impact:</b> improved learning outcomes and opportunities for eligible students at Riverbank Public School in mainstream classes who require moderate to high levels of adjustment. The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued allocation and use of Integration funding support in 2023. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$38,780.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Riverbank 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>• Building Teacher Capacity</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>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> continued streamlined processes to effectively identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> utilising the experience and skills of our APCI to continue to engage the literacy and numeracy mentors to support our trajectory towards achieving</p>

<p>Socio-economic background</p> <p>\$38,780.42</p>	<p>targets. Continued data talk practices which involve classroom teachers will build on the data skills and use at Riverbank Public School.</p>
<p>Aboriginal background</p> <p>\$7,979.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Riverbank 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>• Collaborative Practice</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>• community consultation and engagement to support the development of cultural competency</li> <li>• creation of school literacy resources embedding local language</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. Staff understanding of Aboriginal Policy, responsibilities and cultural immersion have improved through implementation of Department, Mandatory and school developed PL. The funding has allowed for cultural education for both students and teachers to be delivered. Funding also supports the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the PLP cycle. To enhance the partnership between the school and the families, we will organise events for the families and students to participate in to build relationships across the community and share culture and school successes. The building of the school's Indigenous Garden 'Matta Yellamundi Dumarang', which in Darug translates to, 'Place of Storytellers &amp; Flowering Plants' will continue and the Darug naming and signage of our school 'streets' will support our Aboriginal and Torres Strait Islander students to feel culturally safe. Executive and Aboriginal Education team members will receive training in 8 Ways pedagogies. Staff will explore the eight interconnected pedagogies and collaborate to embed these within teaching programs.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Riverbank 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>• Building Teacher Capacity</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 support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul>



<p>English language proficiency</p> <p>\$700,000.00</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> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increased number of students able to access the expertise of language specialists. This has subsequently enabled students from Language Backgrounds Other Than English to advance through the EAL/D phases at higher-than-expected rates. The allocated funding has supported the establishment and sustainability of specialist programs that target language acquisition.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to increase Professional Learning opportunities for our entire staff led by the EAL/D team. This will enable our school to have a consistent approach to teaching students from Non-English-Speaking Backgrounds, build teacher capacity and establish and ingrain EALD pedagogy in our school's values and culture.</p>
<p>Low level adjustment for disability</p> <p>\$248,899.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Riverbank 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>• Building Teacher Capacity</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <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> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> we have further achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Student performance data on internal and external measures indicate individual student growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team and leadership team through the employment of 1.2 APCI positions.</p>

<p>Professional learning</p> <p>\$122,624.27</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Riverbank 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>• Data Informed 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>• executive PL schedule guided by school improvement plan, DoE requirements</li> <li>• weekly PL sessions (whole staff, stage, grades)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in Visible Learning and Lyn Sharratt's Clarity, resulting in improved internal student results. Professional learning in 2022 continued to establish a collaborative vision for our school. Staff have been involved in strategically planned professional learning programs that has built the capability of early career teachers, current teachers and aspiring and current school leaders.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$23,196.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Riverbank 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>• Data Informed 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>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved student growth and attainment through the allocation of an expert instructional leader on each grade to lead curriculum implementation. Staff have a deeper understanding and capacity to implement the curriculum, develop quality teaching and learning programs and utilise data to improve practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> further expanding on the direct role classroom teachers play during data talks throughout the term. These data talks will involve wrap around support from the senior executive team, executive team and the educational support team.</p>
<p>QTSS release</p> <p>\$368,896.41</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Riverbank 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>

<p>QTSS release</p> <p>\$368,896.41</p>	<ul style="list-style-type: none"> <li>• Data Informed 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> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing to use funds towards Assistant Principal Instructional Leader positions across the school. These roles will further support a strong instructional leadership model at Riverbank Public School, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$114,921.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Riverbank Public School who may be at risk of not meeting minimum standards.</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>• Data Informed 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>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional Educational Support Team to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> we have further achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Student performance data on internal and external measures indicate individual student growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> funding for this model will no longer be available as it becomes part of our APCI role for 2023 onwards.</p>
<p>COVID ILSP</p> <p>\$33,040.00</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 2022.</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 teachers/educators to deliver small group tuition</li> </ul>

<p>COVID ILSP</p> <p>\$33,040.00</p>	<ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Lessons had high impact on growth as 97.5% of students improved in their knowledge of high frequency words, all mastered single sounds and knowledge of word families based on CVC words. By the end of the program students were able to read CCVC and CVCC words correctly 87.5% of the time on average. As a result, PM reading levels increased by 9 levels per student on average.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to continue the implementation of literacy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
--------------------------------------	---

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	730	890	1013	1039
Girls	659	850	967	1040

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	92.3	94.3	88.2
1	93.4	90.8	94.4	88.4
2	91.7	92.9	94.6	89.5
3	93.7	92.2	94.7	89.0
4	94.3	92.4	94.6	89.1
5	93.2	93.0	94.6	90.3
6	93.8	91.9	93.8	87.5
All Years	93.5	92.2	94.5	88.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

---

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	9
Classroom Teacher(s)	79.76
Literacy and Numeracy Intervent	1
Learning and Support Teacher(s)	1
Teacher Librarian	2.6
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	13.07

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 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.

All staff at Riverbank Public School actively participated in several professional learning opportunities designed to build their capability to achieve our key priorities as set out in our Strategic Improvement Plan.

Professional learning in 2022 continued to establish a collaborative vision for our school. Staff have been involved in strategically planned professional learning programs that has built the capacity of early career teachers, current teachers and aspiring and current school leaders.

In 2022, staff engaged with the following professional learning opportunities:

- continued training in Restorative Practices and Circle Time;
- continued developing their knowledge and skills of Visible Learning through various school-based professional learning opportunities;
- all Kindergarten teachers were trained in the implementation of Best Start Kindergarten Assessment;
- all Year 1 teachers were trained in the implementation of Phonics Screening Assessment;
- continued training in the implementation of the Literacy and Numeracy Progressions, ALAN and Scout;
- engaged in on-going professional learning around teaching problem solving in Mathematics and the strategy of the problem solving cross;
- strengthened their skills in inquiry teaching and learning and backward mapping when programming through various professional learning opportunities;
- completed collaborative co-teaching agreements which were reviewed regularly. Staff also completed training in the different learning modes;
- completed professional learning in developing a class Acknowledgement of Country;
- maintenance of mandatory training, such as Anaphylaxis and Asthma training, CPR and e-Emergency Care courses, as well as Child Protection;
- Heggerty - Phonemic Awareness program K-2;
- collaborative practice and consistent teacher judgement sessions;
- K-2 new curriculum English & Mathematics;
- Introduction to concepts of Lyn Sharratt - Clarity;
- Data talks with co-teacher and Executive - corflutes;
- Seesaw; and
- Google Classroom.

Teacher Accreditation In 2022, 9 teachers were successful at gaining proficient accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	960,432
<b>Revenue</b>	17,424,498
Appropriation	16,307,637
Sale of Goods and Services	122,231
Grants and contributions	976,450
Investment income	16,380
Other revenue	1,800
<b>Expenses</b>	-16,489,204
Employee related	-14,702,728
Operating expenses	-1,786,476
<b>Surplus / deficit for the year</b>	935,294
<b>Closing Balance</b>	1,895,726

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	169,356
<b>Equity Total</b>	995,659
Equity - Aboriginal	7,979
Equity - Socio-economic	38,780
Equity - Language	700,000
Equity - Disability	248,899
<b>Base Total</b>	13,460,077
Base - Per Capita	504,869
Base - Location	0
Base - Other	12,955,207
<b>Other Total</b>	1,107,916
<b>Grand Total</b>	15,733,007

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.

In 2022, we have seen another increase in the number of students in the school who received scores in the top 2 bands. Compared to 2021, there was an increase of 3.42% (from 59.73%). From 2015, this number has increased from 37.06%. This is in line with the Premier's Priorities - Increasing the proportion of public-school students in the top two NAPLAN bands (or equivalent) for Literacy and Numeracy.

### Literacy

#### Year 3

For Reading, 74.17% of students in Year 3 achieved results which placed them in the top 2 bands. For Writing, this percentage increased to 86.39%. Over 87% were placed in the top 2 bands for Spelling and 71.68% for Grammar and Punctuation. Riverbank Public School exceeded the State Average in all tests and exceeded the Statistically Similar Schools Group (SSSG) in 3 of the 4 Literacy tests. Spelling saw the greatest increase in the average score - from 481 in 2021 to 495.5 in 2022.

#### Year 5

For Reading, 64.69% of students in Year 5 achieved results which placed them in the top 2 bands. For Spelling, this percentage increased to 71.28%; our highest ever percentage. For Grammar and Punctuation, 60.99% were placed in the top 2 bands. RPS exceeded the State Average and SSSGs in all tests. Writing saw the greatest increase in the average score - from 510.8 in 2021 to 529.4 in 2022. However, Spelling exhibited the overall highest average of 559.5.

### Numeracy

#### Year 3

54.45% of students (which equates to 153 students) achieved in the Top 2 bands for Numeracy. RPS performed better than the State average in Numeracy but below the SSSG average score. RPS's average score was 440.7. In 2021, this was 443.

#### Year 5

58.42% of students (163 students) achieved in the Top 2 bands for Numeracy. This compares to 53.71% in 2021. RPS performed better than the State and the SSSG average score in Numeracy. RPS's average score was 542.9. In 2021, this was 534.4.

# Parent/caregiver, student, teacher satisfaction

## Parents

Below is a summary of the 2022 Tell Them From Me Survey, a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. There were 136 respondents. A ten-point scale was used with 0 indicating strong disagreement and 10 indicating strong agreement.

7.9 - Written information from the school is in clear, plain language;

8.2 - My child is clear about the rules for school behaviour;

8.2 - My child feels safe at school;

8.5 - My child feels safe going to and from school;

90% thought emails and interviews were either very useful or somewhat useful when receiving communication about news from the school;

94% strongly agreed or agreed that the physical environment was welcoming;

## Students

461 students responded to the Tell Them From Me Survey.

97% believed they have positive behaviour at school and behave appropriately;

88% believed they try hard to succeed in their learning; and

92% valued schooling outcomes;

On a scale of 1-10:

8.3 - students felt teachers were responsive to their needs and encouraged independence with a democratic approach;

8.8- students believed that teachers emphasised academic skills and held high expectations for all students to succeed;

8.1 - students thought that important concepts are taught well.

## Teachers

In 2022, staff participated in focus groups. The 3 focus areas were Student Growth and Attainment, Collaborative Teaching Practice and Student Voice and Wellbeing. These 3 areas are pivotal in our School Improvement Plan and the findings from these groups help support our next steps.

Student Growth and Attainment:

- Staff could see the importance of the school's numeracy strategy in terms of the whole school plan.
- A school wide consistent approach to problem solving allowed for common language and procedures in mathematics
- Student's understanding of mathematical vocabulary and metalanguage is continually improving through consistency in teacher practice and high quality collaborative programs.

Collaborative Teaching:

- Staff have embraced collaborative teaching in all grades.
- They see the importance co-teaching professional learning that all staff have undertaken through knowledgeable and experienced staff. This will be key for all new and existing staff moving into 2023.
- Teachers reported that students enjoyed having teachers collaborate when teaching and planning.

Student Voice and Wellbeing:

- Encouragement of student attendance is a high priority in all classrooms. Through our motto of 'In the gate by half past eight' students and teachers are understanding the importance of regular and on time attendance.
- Collective responsibility around attendance through class recognition at assemblies has created an inclusive culture of encouragement in promoting attendance.
- Student voice is highlighted across all areas of the school with opportunities for feedback, co-creation of learning goals, success criteria, bump it up walls and our parliament sessions. Our focus is to continue our strong student

voice in 2023 with focus groups around all aspects of school life.

# 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.

## Other School Programs (optional)

---

### PSSA Sport

We continued to strengthen our position in PSSA sport in 2022. Despite rain interrupting a large majority of the season we were able to compete in all PSSA sports being NRL tag, softball, tee ball, AFL, cricket, rugby league, soccer, netball and newcombe ball.

Riverbank entered in 3 sports for the NSW PSSA knockout competition. It is a state-wide competition and we are excited to build upon the skills we are developing in cricket, netball and soccer. Our cricket team was able to advance to the semi - finals and are looking to continue their momentum in 2023.

### Representative Sport

As a result of Riverbank's fundamental movement skills programs and PSSA sport, we were also able to send students to Ridges sport trials in cricket, soccer, rugby league, netball, basketball, softball and touch football. Riverbank Public

School students were successful in making some of these Sydney West teams.

## **Primary Carnivals**

We were delighted to be able to complete our school swimming, cross country carnivals and athletics carnivals in 2022.

Our school swimming carnival provided an opportunity for competitive swimmers to showcase their ability in the pool. It was held at Riverstone Swimming Pool, with students and parents cheering on.

The cross country carnival was held at Peel Reserve, featuring a challenging 2km and 3km course that curved around the reserve's oval and surrounding areas.

Peel Reserve also hosted our athletics carnival for the first time and provided students and families a chance to showcase their skills in one of the best venues in The Ponds.

Qualifying students represented Riverbank Public School at Ridges and Sydney West Carnivals.

## **K-2 Sport**

K-2 continued to develop their team building skills, hand-eye coordination and gross motor skills through participation in fundamental movement skills programs. Sport in Schools were able to assist with school programs and our K-2 carnivals in providing innovative and engaging equipment and activities.

## **Future Directions**

In 2023, we will continue:

- PSSA sports for the summer months: cricket, tee ball, league tag, softball and AFL;
- PSSA for the winter months: netball, soccer, newcombe ball and rugby league;
- participation in the PSSA knockout for cricket, soccer, netball and tennis;
- Sport in Schools Australia working with all grades at our school carnivals; and
- participation in the 'Have-a-Go' basketball days.

## **Creative and Performing Arts**

2022 continued with further growth and development in the Creative and Performing Arts at Riverbank Public School. Our Creative and Performing Arts groups totalling 28 in 2022.

2022 saw the introduction of our first Creative and Performing Arts Showcase - Captivate, held at Hillsong Convention Centre. All groups performed in front of an audience of 2000+.

## **Music**

Riverbank continued to offer private music tuition in guitar and keyboard. There was an overwhelming response from students, who enjoyed attending their small group lesson each week.

## **Choir**

In 2022, Riverbank Public School had four grade/stage choir groups.. Our Stage 3 Choir were also successful in their Schools Spectacular audition. Students performed at the magical event over four shows at Qudos Bank Arena.

## **Dance/Drama**

Riverbank continued to make growth from 16 dance groups and 3 drama groups in 2021, to 20 dance groups and 3 drama groups in 2022. Students of all ages across our school, enthusiastically auditioned and attended weekly rehearsals in the lead up to our CAPA showcase night performance.

3 dance groups were selected to perform at the Synergy Dance Festival held at Penrith Panthers.

5 dance groups were selected to perform at the Hills Performing Arts Festival held at Penrith Panthers.

3 dance groups were selected to perform at the Santa Street Parade held at Rouse Hill Town Centre.

## **Visual Arts**

The visual arts programs continued to flourish in classrooms during 2022. These programs gave students the opportunity to express their creativity through a variety of visual arts lessons. The Operation Art program provided a forum for our



school and students to demonstrate their visual arts achievements. Riverbank looks forward to this event every year to be able to showcase the amazing work our students are doing within visual arts.

### **Future Directions**

In 2023, Riverbank Public School aims to continue developing its Creative and Performing Arts program by;

- offering a variety of dance, choir and drama groups;
- providing students with a range of opportunities to audition and perform outside of school including; Synergy Dance Festival, The Hills Performing Arts Festival and Schools Spectacular;
- all CAPA groups to perform at our CAPA concert at an external venue, Hillsong Norwest;
- building its music tuition programs for keyboard and guitar, and the introduction of violin; and
- showcasing visual arts skills through Operation Art and a walking art show.

### **Achievements in Technology**

Riverbank Public School continues to ensure all students have access to technology that enhances learning in an innovative, purposeful and creative way.

Riverbank continues to invest in technology that heightens student collaboration, engagement and learning. Readily available technology facilitates the active use of interactive educational tools and provides dynamic learning experiences that directly benefit students. In 2022, Riverbank completed NAPLAN and Check-In Assessments online. This gave staff an extra opportunity to monitor student progress in 2022.

Bring Your Own Device (BYOD) was also successfully maintained in Stage 3, making technology an integral part of teaching and learning within the classroom. Riverbank has a 1:2 ration of devices in K-2 and 1:1 ratio in Years 3 & 4. Our Maria Locke Innovation and Inquiry Hub allows students to develop their design thinking skills by engaging in solving real-life problems.

Technology clubs continued in 2022 with Minecraft for Education, 3D Printing, Coding, Photography and STEAM. As a result of the high interest in these clubs, a group of Stage 3 students were selected to participate in the 'Game Changers' design challenge.

### **Future directions:**

In 2023, Riverbank aims to:

- continue the BYOD program in Stage 3;
- build teacher capacity in the integration of technology across the curriculum, by increasing members on the technology committee and the frequency of meetings;
- offer a greater number of ICT clubs;
- participate in a range of technology competitions that are available;
- develop teacher skills in using iPads for education;
- continue to develop teacher and student skills and understanding of using 3D printers;
- continue a 1:2 ratio of devices per students K-4 (iPads K-2, iPads and laptops 3-4); and
- 100% of students in Stage 3 bring their own device to class each day.