

2023 Annual Report

Riverwood Public School



3743

Introduction

The Annual Report for 2023 is provided to the community of Riverwood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Riverwood Public School has a positive school culture underpinned by four shared values; trusting relationships, high expectations, growth and being student focussed. Building positive and trusting relationships between students, staff and the community is the key to our successful, collaborative and inclusive school environment. Our relationships are built through ongoing, respectful communication and support. Students are the central focus for our school community, guiding all decision making. We respond to the needs of our students and encourage them to be active, engaged, participants in their learning. Our school community has a shared understanding of the importance of quality education to future success. Every student at Riverwood Public School accesses an education that promotes excellence and equity. Our students are happy and want to come to school every day. Riverwood Public School is inspiring, nurturing, safe and a place of belonging for everyone.

School context

Riverwood Public School is a small school in south western Sydney, that provides quality education programs for 150 students from Preschool to Year Six. The school has a strong focus on enhancing learning and wellbeing outcomes for our students. The school values and celebrates a diverse student population with 98% of students from a language background other than English. The school currently has a range of multi-stage classes K-6 and two preschool groups. We work in partnership with our parent community to support and develop a student centred culture of high expectations and growth. We offer a range of extra curricular opportunities to support the physical, emotional, social, spiritual, and cognitive wellbeing of our students. Our recent playground upgrades provide student with a rich and engaging environment. The school is committed to Explicit Direct Instruction as an instructional model and our literacy practices are aligned with the research from the Science of Reading. We have a strong learning culture and use instructional coaching as part of our collaborative approach towards professional growth.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in 2020 around explicit instruction and evidence-based reading practices.

Analysis of internal and external data indicate that expected growth in both reading and numeracy will be a continued focus in the new school plan. Internal data demonstrates positive student growth in some areas, however external data (NAPLAN, Check-in Assessment) indicates student achievement is significantly below Statistically Similar School Groups (SSSG), state and national measures. Reflecting on the research around high impact pedagogy, effective professional learning and instructional leadership, we have prioritised professional learning. The learning will address the Science of Reading, Explicit and Direct Instruction, assessment and data practices and EAL/D practices to enhance student growth in literacy and numeracy.

When conducting the analysis of wellbeing data it was evidence that students' sense of belonging is an area of ongoing focus. Evidence identified strong processes are currently in place to support student wellbeing. Reflecting on the research around wellbeing (CESE, 2015) it is considered that these processes could be enhanced through greater student voice, stronger parent engagement and the implementation of tier two intervention programs targeting social and emotional learning. Data also indicates a continued focus on trauma informed practices would enhance student wellbeing support in place at Riverwood Public School. Analysis of staff surveys and teacher feedback indicate there is a growing culture of collaboration, shared decision making, reflection and ongoing improvement. Staff wellbeing continues to be a priority in our 2021-2024 School Improvement Plan.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Enhanced teacher knowledge and practice will ensure equity in growth, access and opportunity for all learners at Riverwood Public School. We will further develop and refine effective teaching and assessment practices to enhance literacy and numeracy outcomes for 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.

- Effective Teaching and Learning Practices
- Effective Assessment and Data Processes
- Personalised Support

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Beginning teacher support
AP Curriculum & Instruction

Low level adjustment for disability
Professional learning
Per capita
QTSS release

Summary of progress

Our focus for 2023 has been on implementing evidence based instruction including Explicit Direct Instruction (EDI), effective mathematics pedagogy and continuing to build staff knowledge on the Science of Reading and Science of Learning. The focus of professional learning has been to build staff capacity in the concrete, pictorial and abstract (CPA) pedagogy, build a whole school approach to problem solving using the bar model and strengthen the consistent implementation of the EDI framework within mathematics.

This year the leadership team rolled out a consistent school-wide curriculum, PR!ME Mathematics. Professional learning and instructional coaching has supported staff in the design and delivery of the PR!ME curriculum and assessment tools. The positive impact of this roll out and professional learning focus can be seen within Acadience performance and growth data (2022 - 24% of students proficient 2-6 computation, 2023 34% of students proficient 2-6 computation. 2022 - 40% of K-1 students proficient composite score, 2023 55% of K-1 students proficient composite score).

All staff engaged in high impact professional learning to develop teacher knowledge around how students learn and its implications for classroom practice. Differentiated professional learning for all staff encompassed instructional coaching, lesson observations, demonstration lessons by our Assistant Principal Curriculum and Instruction, peer observations, instructional rounds, video observations, data conversations, and collaborative planning. This continues to affect significant changes in teacher programming, assessment, classroom routines and teaching practice.

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
Increased % from 2022 of students achieving an effect size of 0.4 in reading (measured by WARP).	79.75% of students in Years 2-6 achieved an effect size of 0.4 or greater in reading, upwards trend of 2.75% from 2022.
Increased % of students, from 2022, pass the Year One Phonics Screener.	55% of students in Year 1 passed the Year One Phonics Screener, an increase of 2% compared to 2022 data.
Increased % of students, from 2022,	82% of students Years 2-6 passed the Year One Phonics Check (excludes

pass Phonics Screener (years 2-6).	students enrolled after December 2022 - 77.5% including all newly enrolled students). This is a increase of 8.9% from 2022.
Increased % from 2022 of students achieving at or above school determined literacy and numeracy performance targets using PLAN2 data.	<p>Performance Target - Phonological Awareness</p> <p>Early Stage 1</p> <p>Orally Blends and segments syllables - 93% - 6% increase from 2022</p> <p>Initial sound identification - 100% - 21 % increase from 2022</p> <p>Orally blending 2-3 phonemes - 93% - 4% increase from 2022</p> <p>Orally segmenting 2-3 phonemes - 93% - 72 % increase from 2022</p> <p>Stage 1 - Year 1</p> <p>Orally blending 4 phonemes - 94% - 17% increase from 2022</p> <p>Orally segments 4 phonemes - 94% - 26% increase from 2022</p>
Improvement from 2022 SEF/SAS data in the elements 'Curriculum,' 'Assessment,' 'Effective Classroom Practice' and 'Data Skills and Use.'	<p>Curriculum remained at 'Excelling'</p> <p>Assessment moved from 'Sustaining and Growing' to 'Excelling'</p> <p>Effective Classroom Practice remained at 'Excelling'</p> <p>Data Skills & Use moved from 'Sustaining and Growing' to 'Excelling'</p>
Increase % from 2021 of preschool children achieving or exceeding personalised learning goals.	Baseline data has not been consistently or effectively collected in order to set goals and monitor/evaluate progress. Implications for 2024 will be a strengthening of expectations about goal setting, recording and reviewing. This will include the recording of goals, timelines for evaluation/setting of new goals, and consultation with families.
Increased % from 2022 of students achieving an effect size of 0.4 in Mathematics (measured by Acadience)	<p>2022 - 65%</p> <p>2023 - 76% - 11% Uplift.</p>

Strategic Direction 2: Belonging

Purpose

A planned and strategic approach to whole school wellbeing will ensure that students, staff and families are connected and engaged, to support high levels of belonging. Strengthening our leadership capabilities will help to support whole school improvement.

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 and Community Connections
- Staff Success and Support
- Preschool

Resources allocated to this strategic direction

Per capita

Socio-economic background

Summary of progress

Our focus for 2023 has been on implementing and evaluating elements of our whole school evidence based wellbeing framework. Key initiatives included trauma informed practices, enhancing current Positive Behaviour for Learning processes, strengthening our Preschool to Kindergarten transition program, rolling out a whole school wellbeing curriculum, strengthening community connections and enhancing the leadership capabilities of the school to drive improved student outcomes. Staff wellbeing has also been a continued focus this year through increasing the visibility of self-care plans to encourage greater connectedness and support among staff.

There is a strategic plan to continue the implementation and evaluation of trauma informed practices to support student wellbeing. This year there has been a significant focus on school wide classroom routines and norms. Staff have benefited from ongoing professional learning to build knowledge in the design, explicit teaching and reinforcement of routines. Consistent school wide routines have been developed and explicitly taught through PBL processes, to support student attention and engagement in the classroom.

This year there was significant professional learning and staff support focussed on the delivery of the Resilience Project to enhance student wellbeing. This K-6 curriculum focussed on three key pillars to cultivate positive emotion in our students; gratitude, empathy and mindfulness. The implementation of the Resilient Youth Survey also allowed the school to capture base-line student wellbeing data to compliment current wellbeing data sources.

The 'Riverwood Ready' Kindergarten transition program was strengthened this year with greater engagement of families and improved school readiness in our incoming Kindergarten cohort.

There has been a continued focus on strengthening the capacity of leadership and building a pipeline of future school leaders. Current and aspiring leaders have participated in professional learning building capacity in evidenced based leadership practices and differentiated support through regular leadership coaching.

Engagement of parents and carers has increased through the scheduling of regular 'Coffee and Chat' sessions (3 per term). In addition, the school community prepared and delivered a musical performance this year. This project enhanced school and community collaboration, while building moral through a positive, community centred experience.

Annual evaluation indicates that students continue to benefit from personalised academic and behavioural support, social and emotional learning and improved transition programs. Annual progress measures indicate student wellbeing and positive school attendance will remain a focus in 2024.

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
Minimum of 87.8% of students report a positive sense of wellbeing (TTFM data).	74% of students reported a positive sense of belonging, decrease of 5% from the 2022 (79%).
Increase % of students, from 2022, achieving or exceeding personalised learning and support goals.	68% of PLaSP goals were met in Semester One (a 26 percentage point decrease from S1 2022). 71% of PLaSP goals were met in Semester Two (a 27.4% point decrease from 2022).
An increased percentage of students attending - more than 87.8% of students attending 90% of the time.	SCOUT Data reports that 46.4% of students had an attendance of 90% or greater during 2023. This is an increase of 4.7 percentage points from 2022 data; however is 5.8 percentage points below State and significantly below 2023 targets.
Increase % of staff, from 2022, report a positive sense of wellbeing (TTFM).	According to 2023 People Matter survey data, 62% of staff rate their overall sense of wellbeing as positive. This is a 5% decrease from 2022 results; however 25 percentage points above norms of the organisation (NSW DoE). 94% of staff report positive job satisfaction, 32 percentage points above norms of the organisation. According to TTFM 2023, there is a strong sense of collaborative staff culture (9.1 - this is sitting above State norm of 7.8 and an increase of 0.5 from 2022 data). Teachers believe the school has a strong learning culture evidenced in 2023 TTFM data (8.5 - above State norm of 8).
Increase % of staff, from 2022, perceive leadership to be 'highly effective' (TTFM).	TTFM 2023 data indicates that staff report leaders to be highly effective (9.4 - this is above the state average of 7.1 and an increase of 0.5 from 2022 data).

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$12,073.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Riverwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students received additional EAL/D support to support their English language development and engagement with the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Investigate high impact support options for students arriving at different points of the year.</p>
<p>Integration funding support</p> <p>\$416,346.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Riverwood Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Provision of high impact support across all school settings, for students with a range of additional needs.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning for to teachers to devise effective PLaSP goals and evaluation through the school's Learning Support Teacher. Preschool children to have personalised goals documented and evaluated.</p>
<p>Socio-economic background</p> <p>\$154,395.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Riverwood Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices • Preschool • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support 6th classroom teacher K-6

<p>Socio-economic background</p> <p>\$154,395.23</p>	<ul style="list-style-type: none"> • enhanced instructional coaching • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Reduced class sizes have enhanced student support. Enhanced teacher capacity via DP/APCI instructional coaching.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund an additional classroom teacher, to support student learning and wellbeing. Explore options to enhance instructional coaching support.</p>
<p>Aboriginal background</p> <p>\$3,828.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Riverwood Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Achievement of student progress towards PLaSP and PLP goals.</p> <p>After evaluation, the next steps to support our students will be: Explore options for greater family engagement in PLP and PLaSP goal setting.</p>
<p>English language proficiency</p> <p>\$134,672.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Riverwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of speech and occupational therapy - whole class, small group and individual intervention. <p>The allocation of this funding has resulted in the following impact: Improved articulation, speech and language development. Improved fine motor skills and assessment information to inform behaviour response plans from OT screening for all new Kindergarten students.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on providing intervention which target student needs.</p>
<p>Low level adjustment for disability</p> <p>\$99,690.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Riverwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices

<p>Low level adjustment for disability</p> <p>\$99,690.05</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of SLSO to deliver intervention programs. <p>The allocation of this funding has resulted in the following impact: Intervention programs provide tier 2 programs in literacy and numeracy to support students progress towards achieving their PLaSP goals.</p> <p>After evaluation, the next steps to support our students will be: Continued funding of SLSO provision to ensure all students who require literacy and numeracy intervention are supported.</p>
<p>Professional learning</p> <p>\$17,567.24</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 Riverwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment and Data Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to support effective teaching and learning in mathematics. Improved coaching processes across the school to support all staff.</p> <p>After evaluation, the next steps to support our students will be: Staff will require further professional learning using new PR1ME assessments and links to reporting in 2024. Continual refinement of coaching processes to support student learning.</p>
<p>QTSS release</p> <p>\$24,857.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Riverwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Assessment and Data Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional release time to facilitate planning days for classroom teachers with AP C&Is. <p>The allocation of this funding has resulted in the following impact: Strong impact stems from planning days, which facilitates release from class with APCIs to effectively plan learning aligned with the school's instructional handbook.</p> <p>After evaluation, the next steps to support our students will be: Continued planning days to support the planning of effective instructional practices.</p>
<p>COVID ILSP</p> <p>\$89,379.91</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

COVID ILSP

\$89,379.91

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of SLSOs to deliver small group tuition

The allocation of this funding has resulted in the following impact:

Improved literacy outcomes for targeted students.

After evaluation, the next steps to support our students will be:

To use a similar model with Small Group Intervention funds in 2024.
Investigate options to provide mathematics intervention.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	63	69	60	60
Girls	41	48	53	49

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.9	87.7	83.4	85.1
1	90.2	91.3	80.7	79.0
2	92.4	94.9	86.4	85.4
3	90.7	91.4	88.4	86.3
4	84.0	91.6	87.6	92.7
5	90.9	86.0	84.3	88.4
6	81.1	88.8	78.6	77.7
All Years	88.1	90.0	83.8	84.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	5.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
Teacher EAL/D	0.6
School Counsellor	1
School Administration and Support Staff	3.01

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	116,783.94
Revenue	3,167,764.38
Appropriation	3,079,384.37
Sale of Goods and Services	18,857.25
Grants and contributions	64,864.71
Investment income	4,074.30
Other revenue	583.75
Expenses	-3,134,489.58
Employee related	-2,659,546.86
Operating expenses	-474,942.72
Surplus / deficit for the year	33,274.80
Closing Balance	150,058.74

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.

	2023 SBAR Adjustments (\$)
Targeted Total	233,346
Equity Total	392,586
Equity - Aboriginal	3,829
Equity - Socio-economic	154,395
Equity - Language	134,673
Equity - Disability	99,690
Base Total	1,168,451
Base - Per Capita	30,971
Base - Location	0
Base - Other	1,137,480
Other Total	837,025
Grand Total	2,631,409

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

In the Tell Them From Me survey (2023) 78% of students reported a positive sense of Belonging. Furthermore, 84% of students felt good about themselves in comparison to the Australian norm of 76% in the Resilient Youth Survey (2023).

Parents responded positively to the Riverwood Ready Transition Program, with increased attendance in Parent Information sessions. Overall, parents indicated through pre and post survey data, that they felt more comfortable sending their child to school following the program.

According to 2023 People Matter survey data, 62% of staff rate their overall sense of wellbeing as positive. This is a 5% decrease from 2022 results; however we maintain 25 percentage points above norms of the organisation (NSW DoE). 94% of staff report positive job satisfaction, 32 percentage points above norms of the organisation. According to TTFM 2023, there is a strong sense of collaborative staff culture (9.1 - this is sitting above State norm of 7.8 and an increase of 0.5 from 2022 data). Teachers believe the school has a strong learning culture evidenced in 2023 TTFM data (8.5 - above State norm of 8).

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.