# 2023 Annual Report

## Mount Riverview Public School



4435

# Introduction

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

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

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## Message from the principal

Our school's journey towards excellence has been resolutely focused on ensuring the best learning and wellbeing outcomes for all our students, who are at 'the heart of all we do.' This focus drives our consultation processes, decision-making, professional learning, relationship building and uptake of initiatives.

Staff are extremely proud of their work supporting the achievement of quality educational and positive wellbeing outcomes for our students. The team demonstrate dedication to continuous improvement in their professional practice and to delivering high level of care and compassion for the young people in our care.

## Message from the school community

In 2023, the Mt Riv P&C team experienced remarkable success as the parent community thrived under its leadership. The monthly meetings witnessed a surge in attendance, while every event boasted full staffing with enthusiastic volunteers. The establishment of a welcoming, inclusive environment clearly motivated more parents to actively engage in school activities through the P&C.

Throughout the past year, the team orchestrated a series of triumphant events, generating essential funds to our school. Notably, the Rainbow Rush colour run event emerged again as a resounding success, not only providing an entertaining and fun experience for our children but also raising substantial funds. These funds were instrumental in contributing significantly to the installation of new shade sails over the play equipment.

The Mt Riv P&C further demonstrated its commitment to enhancing the school environment by making noteworthy contributions to various initiatives. These included substantial support for the library, year 6 leadership training, and the acquisition of new sporting equipment and learning materials for the children.

As our dedicated team continues to grow, we take immense pride in the collective efforts and accomplishments achieved each year. We eagerly anticipate sustaining this positive trajectory in the future, steadfast in our commitment to supporting the students of Mt Riverview Public School and their families.

*Michelle Shone*

P&C President

## School vision

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

## School context

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

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

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

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

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

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

# Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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 | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

## Strategic Direction 1: Student growth and attainment

**Purpose**

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

**Initiatives**

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

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

**Resources allocated to this strategic direction**

**Professional learning**

**Summary of progress**

One of our focus areas for 2023 was developing a tracking system for numeracy data. This enabled teachers to track and measure progress of all students in at least one aspect of the numeracy progression. The K-2 focus was on Number & Place Value and in Year 3-6 on Number Patterns and Algebraic Thinking. Teachers in Year 3-6 collaboratively planned and differentiated units of work to meet the needs of every student and developed formative and summative assessment tasks to gain an understanding of student progress and achievement. K-2 results in numeracy reflect the need to focus significant time on collaboratively planning and programming for units of work to deliver the new English and Mathematics curriculum. In 2024, curriculum differentiation will continue to be a major focus with 100% of teaching programs showing evidence of differentiated learning in English and Maths using the Department's differentiation adjustment tool.

With the focus on improving our teaching of numeracy, teachers engaged in ongoing professional learning in stage teams throughout the year. They utilised a range of professional learning opportunities, including the Spiral of Inquiry, to develop their professional practice. Student assessment results indicated further progress towards our system-negotiated targets. In 2024, there will be increased stage-based professional learning opportunities to focus more specifically on the needs of teaching teams in their use of the new English and Maths curriculum and units of work.

**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 |
|---|---|
| Whole school reading and numeracy assessment digital tracking system indicates improved learning growth for 95% of students.<br><br>100% of teachers differentiate learning programs and activities across all strands of English and Mathematics.<br><br>A majority of parents (60%) believe they are well informed about their child's progress in school curriculum areas. | 92% of Kindergarten students progressed 2 or more levels and 8% progressed one level on the phonological awareness aspect of the literacy progression.<br><br>In the phonic knowledge and word recognition aspect of the literacy progression, 33% of Stage 1 students progressed 2 or more levels, 44% progressed one level, leaving 23% who did not progress a level.<br><br>In the understanding texts aspect of the literacy progression, 49% of Year 3-6 students progressed two or more levels and 44% progressed one level, leaving 7% of students who did not progress a level.<br><br>We achieved our annual progress measure (positive learning growth) in literacy for 70% of students across K-6.<br><br>20% of K-2 students progressed 2 or more levels on the number and place value aspect of the literacy progression, 29% progressed one level, leaving 51% who did not progress a level.<br><br>In the number patterns and algebraic thinking aspect of the numeracy |

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|---|---|
| Whole school reading and numeracy assessment digital tracking system indicates improved learning growth for 95% of students.<br><br>100% of teachers differentiate learning programs and activities across all strands of English and Mathematics.<br><br>A majority of parents (60%) believe they are well informed about their child's progress in school curriculum areas. | progression, 20% of Year 3-6 students progressed two or more levels and 71% progressed one level, leaving 9% of students who did not progress a level.<br><br>We achieved our annual progress measure (positive learning growth) in numeracy for only 40% of students across K-6.<br><br>100% of teachers recorded differentiation strategies in English and Maths as part of their teaching and learning programs. There are a variety of ways teachers record these strategies, some of which reference use of differentiated content, instruction, product and environment.<br><br>The 'Tell Them From Me' parent survey indicated that the average score for parents being informed is 5.2 out of 10. Less than 50% of parents responded to the survey. |
| Increase students achieving in top 20% in PAT Reading to 33% in K-2 (from 31% in 2022) and to 30% in Year 3-6 (from 27% in 2022) based on national norms.<br><br>Increase students achieving in top 20% in PAT Math to 23% in K-2 (from 21% in 2022) and to 18% in Year 3-6 (from 12% in 2022) based on national norms. | Decrease in K-2 students achieving top 20% in PAT Reading, to 20% (from 31% in 2022).<br><br>No change in the Y3-6 students achieving top 20% in PAT Reading (27%).<br><br>No significant change in K-2 students achieving top 20% in PAT Math (22%).<br><br>Increase in Y3-6 students achieving top 20% in PAT Math, to 20% (from 12% in 2022). |
| Increase average percentage of Number and Algebra questions correct in Term 4 Year 3-5 Check In Assessment (from 57.7% in 2022). | The average school score for Year 3 Check In Assessment for Number and Algebra was lower than the state and lower than statistically similar school group averages.<br><br>The average school score for Year 4 Check In Assessment Number and Algebra was lower than the state and lower than statistically similar school group averages.<br><br>The average school score for Year 5 Check In Assessment Number and Algebra was higher than the state and higher than statistically similar school group averages.<br><br>In summary, the 2023 Term 4 Year 3-5 Check In Assessment average percentage of questions correct for Number and Algebra has increased to 61.7% from the 2022 result of 57.7%. |
| Increase average percentage of Reading questions correct in Term 4 Year 3-5 Check In Assessment (from 61.2% in 2022). | The average school score for Year 3 Check In Assessment Reading was equal to the state and lower than statistically similar school group averages.<br><br>The average school score for Year 4 Check In Assessment Reading was higher than the state and higher than statistically similar school group averages.<br><br>The average school score for Year 5 Check In Assessment Reading was higher than the state and 0.1% lower than statistically similar school group averages.<br><br>In summary, the 2023 Term 4 Year 3-5 Check In Assessment average percentage of questions correct for Reading has decreased from 61.2% in 2022 to 60.8% in 2023. |

## Strategic Direction 2: Quality teaching

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**QTSS release**
**Professional learning**
**AP Curriculum & Instruction**

### Summary of progress

The significant majority of teachers used the literacy and numeracy progressions to negotiate identified learning goals for students and supported the achievement of these goals through targeted, differentiated teaching. Teachers collaboratively planned teaching and learning programs focused on quality teaching strategies in response to identified student learning needs. Teachers evaluated the success of the programs implemented based on assessment, observations of student learning and student voice. Through informal observations and classroom visits, it was evidenced that a significant majority of students talked about what they were learning, how they knew they had achieved this learning and who they could go to for help. Student achievement of their learning goals was also evident.

The school planned a consistent approach to regular data conversations led by the Assistant Principals and the Assistant Principal, Curriculum and Instruction. Fortnightly Spiral of Inquiry sessions provided the dedicated time for data conversations, collaborative planning, professional learning and critical analysis of current teaching practice. Teachers successfully monitored and tracked all students in one aspect of literacy and one aspect of numeracy on the learning progressions. Having regular dedicated time enabled teachers to work collaboratively to monitor student learning progress, identify areas of need and inform future teaching practice.

Executive lead collaborative professional learning with class teachers, focused on developing knowledge of the new Mathematics curriculum, utilising assessment data to identify and plan for student learning progress, and using the numeracy learning progression to track this progress over time. The AP C&I supported teachers through personalised high impact professional learning, utilising data conversations, demonstration lessons, gradual release of responsibility method and working shoulder-to-shoulder in classrooms.

Next year, the aim is to explore the use and impact of formative assessment strategies across the school, and to develop capacity in using coaching strategies to support educational leadership practices.

### Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|---|
| 100% of teaching programs align with curriculum programming and assessment expectations.<br><br>Significant majority of teachers (90%) display, discuss and use learning intentions and success criteria in English and Mathematics lessons and assessment tasks. | 100% of teaching programs align with curriculum programming and assessment expectations.<br><br>The significant majority of teachers display, discuss and use learning intentions and success criteria in English and Maths lessons.<br><br>All teachers were encouraged to set explicit, achievable and challenging learning goals for students in English and Maths. |

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| All teachers (100%) set explicit, achievable and challenging learning goals for students in English and Maths.<br><br>Significant majority of students (70%) achieve their identified learning goals for English and Mathematics.<br><br>Significant majority of students (70%) can talk about what they are learning and how they know they will have achieved this learning. | 100% of Year 3-6 teachers set learning goals for their students in English and Maths in consultation with their students.<br><br>90% of students achieved their identified learning goals for English and 95% of students achieved their identified learning goals for Maths. |
| 100% of teachers engage in regular data conversations as stage teams and with AP C&I.<br><br>Data conversations are used to identify student learning progress and to plan for future teaching as part of the stage teams spiral of inquiry process and with the AP C&I<br><br>100% of teachers track student learning progress in an aspect of literacy and numeracy. | All class teachers engaged in regular data conversations as part of Spirals of Inquiry sessions in stage teams, with the AP C&I.<br><br>All Year 3-6 teachers engaged in regular one-on-one data conversations with the AP C&I for one term of the year.<br><br>All Early Stage 1 teachers tracked student learning progress in the aspect of Phonological Awareness, all Stage 1 teachers tracked student learning progress in the aspect of Phonic Knowledge and Word Recognition, and all Stage 2 and Stage 3 teachers tracked student learning progress in the aspect of Understanding Texts.<br><br>All K-2 teachers tracked student learning progress in the aspect of Number and Place Value with 75% of Early Stage 1 and 32% of Stage 1 students moving up one or more levels on the numeracy learning progression.<br><br>All Year 3-6 teachers tracked student learning progress in the aspect of Number Patterns and Algebraic Thinking with 91% of Stage 2 and 89% of Stage 3 students moving up one or more levels on the numeracy learning progression. |
| 100% of executive staff achieve their PDP goal related to instructional leadership practice.<br><br>100% of teachers engage with more than one Spiral of Inquiry process to explore an identified area of professional learning need.<br><br>Stage team planning session minutes show evidence of regular use of assessment data and collaboratively programming of teaching and learning. | All executive staff achieved their 2023 PDP goal related to their instructional leadership practice.<br><br>All class teachers engaged in regular Spiral of Inquiry sessions focused on numeracy teaching and learning, and engaged in regular collaborative programming sessions. |

## Strategic Direction 3: Student wellbeing

**Purpose**

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

**Initiatives**

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

- Attendance Procedures
- Personalised Support Plans
- Positive School Environment

**Resources allocated to this strategic direction**

**Integration funding support**
**Low level adjustment for disability**
**Aboriginal background**
**Per capita**

**Summary of progress**

A system of text messaging parents was introduced to prompt immediate explanations of student absences. This resulted in decreased unexplained absences. Regular information about the importance of regular attendance at school was communicated to parents through the school newsletter. Executive were involved in attendance data analysis and planning strategies to support improved attendance for target students.

The behaviour incident recording system was reviewed and condensed to clarify behaviours of concern. The consequence options and process for referral to executive was refined. The data showed most major negative behaviours involved physical aggression from a small number of students. Tier 2 interventions supported some of these students while others were supported through personalised plans and integration funding programs. Staff were provided with opportunities to complete professional learning related to trauma informed practice, student mental health and disability standards.

Enhancing the school environment remained a focus. Notable improvements included establishing the yarning circle, installation of sound and lighting in the COLA, the welcome signs in different languages at the front of the school, deep cleaning of student toilet facilities and decorative painting of student toilet doors. Plans for the weather shed renovation and for installation of shade over the playground equipment were undertaken. The aim is to complete these projects in 2024.

Next year the aim will be to more regularly monitor and analyse attendance data, identifying target students in need of support to reach the school's expectation. and collaboratively plan support strategies. The PBL team will focus on systems to support students to learn strategies for conflict resolution and emotional regulation, as well as tools for PBL system evaluation.

**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 |
|---|---|
| 95% of students achieving 90% or more attendance rate (projected upper bound system-negotiated target). | 71.5% of students achieved an attendance rate of 90% or more, which represents an increase of 4.5%.<br><br>The school's average attendance rate was 91.9%. |
| Sentral 'Wellbeing' data shows improved behaviour for students targeted for Tier 2 group interventions. | The need for tier 2 programs decreased in 2023, as the interventions required no longer needed to focus on trends across groups of students. The need was to focus on individual students. |

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| 100% of teachers and SLSOs to complete professional learning opportunities related to trauma informed education and the Disability Standards.<br><br>All PBL team members are confident in using evaluation tools and Tier 2 intervention systems. | 100% of teachers and SLSOs completed professional learning related to supporting student mental health.<br><br>100% of teachers completed the Trauma Informed Practice course.<br><br>100% of Executives updated their professional learning accreditation in Disability Standards for Education. |
| Increase in students receiving School Medallions (from 2% in 2021 to 4%).<br><br>Increase in students receiving Gold Certificate (from 85% in 2021, 92% in 2020).<br><br>Increase in students receiving a School Banner (from 42% in 2021)<br><br>Decrease of students having repeated (3 or more) minor behaviour incidents (10% in 2021).<br><br>An increase of students (60%) believe the school toilet facilities are clean and well looked after (increase from 50% in 2021).<br><br>Significant majority of students can identify two people at school who they feel support them. | Increase in the number of students receiving Gold Awards, from 204 students in 2022 to 206 in 2023 (94%), which meets our target progress measure.<br><br>Increase in students receiving School Banners, to 48% in 2023 (106 students).<br><br>Increase in students receiving School Medallions, to 3% in 2023 (6 students).<br><br>Decrease in students with repeated (3 or more) minor behaviour incidents, to 8% in 2023 (18 students).<br><br>A whole school survey indicated all students could identify two people at school who they feel support them.<br><br>Increase of 15% (since 2020) in students who feel proud of their school to 77%. |

| Funding sources | Impact achieved this year |
|---|---|
| Integration funding support<br><br>$187,384.00 | Integration funding support (IFS) allocations support eligible students at Mount Riverview Public School in mainstream classes who require moderate to high levels of adjustment.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Personalised Support Plans<br><br>**Overview of activities partially or fully funded with this targeted funding include:**<br> • Teacher release for consultation with parents through IEP meetings.<br> • SLSO support in implementation of IEPs, learning adjustments and behaviour response plans.<br><br>**The allocation of this funding has resulted in the following impact:**<br>All students demonstrated progress in relation to their IEP focus areas. There was a high participation rate for parent involvement in IEP planning and review meetings across the year.<br><br>**After evaluation, the next steps to support our students will be:**<br>Implement consistent school-wide procedures in behaviour support and management. |
| Socio-economic background<br><br>$18,636.16 | Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Riverview Public School who may be experiencing educational disadvantage as a result of their socio-economic background.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • resourcing to increase equitability of resources and services<br> • providing students without economic support for educational materials, uniform, equipment and other items<br><br>**The allocation of this funding has resulted in the following impact:**<br>High rate of student participation in excursions and incursions.<br>All students provided with access to all opportunities.<br>A range of resources were purchased to support the implementation of teaching and learning programs.<br><br>**After evaluation, the next steps to support our students will be:**<br>Identify areas within our SIP where this funding would be of most benefit to students. |
| Aboriginal background<br><br>$5,022.47 | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Riverview Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Personalised Support Plans<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • community consultation and engagement to support the development of |

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| Aboriginal background<br><br>$5,022.47 | cultural competency<br> • staffing release to support development and implementation of Personalised Learning Plans<br> • Aboriginal culture immersion experience for all students<br><br>**The allocation of this funding has resulted in the following impact:**<br>All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in consultation with parents to map learning and cultural goals for students.<br>Connections and learning with our local Elder, Aboriginal Education and Wellbeing Advisor and cultural group, Wandanna, have developed shared knowledge and understanding for teachers and students.<br><br>**After evaluation, the next steps to support our students will be:**<br>Continue to build our connection with local Elders and our AECG to guide how we support of Aboriginal students to feel a strong sense of belonging at our school and pride in their culture. |
| English language proficiency<br><br>$10,678.76 | English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Riverview Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • additional staffing to provide intensive support for students identified in beginning and emerging phases<br><br>**The allocation of this funding has resulted in the following impact:**<br>All students targeted for support improved by at least two progressions level in literacy.<br>80% of students targeted for support improved by at least one progression level in numeracy.<br><br>**After evaluation, the next steps to support our students will be:**<br>Consider how EAL/D students can be best supported in their numeracy learning. |
| Low level adjustment for disability<br><br>$88,932.66 | Low level adjustment for disability equity loading provides support for students at Mount Riverview Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Personalised Support Plans<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers<br> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting<br><br>**The allocation of this funding has resulted in the following impact:**<br>Students with additional needs were supported through effective learning adjustments, including targeted social skills and emotional regulation programs, and behaviour support plans. Teachers have improved understanding of department policy and procedure in relation to supporting students with disability needs.<br><br>**After evaluation, the next steps to support our students will be:**<br>Consider options to support students requiring low level adjustments for |

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| Low level adjustment for disability<br><br>$88,932.66 | disability through small group literacy instruction. |
| Professional learning<br><br>$16,951.66 | 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 Mount Riverview Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • High Expectations Learning Culture<br> • Instructional Leadership and Collaborative Practice<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • teacher relief for staff engaging in professional learning<br> • course costs for staff undertaking recognised courses<br> • other methods of learning designed to improve student outcomes.<br><br>**The allocation of this funding has resulted in the following impact:**<br>Teaching programs aligned with curriculum programming and assessment expectations. Significant majority of teachers displayed, discussed and used learning intentions and success criteria in English and Maths lessons as evidenced in teaching and learning programs.<br>All teachers were encouraged to set explicit, achievable and challenging learning goals for students in English and Maths. All Y3-6 teachers set learning goals for their students in English and Maths in consultation with their students. 90% of students achieved their identified learning goals for English and 95% for Maths.<br><br>**After evaluation, the next steps to support our students will be:**<br>Identify expanded opportunities for talent development across HPG domains.<br>Continue to utilise the Spiral of Inquiry process to guide teacher professional learning that has a positive impact on student learning outcomes. |
| QTSS release<br><br>$41,902.27 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Riverview Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Instructional Leadership and Collaborative Practice<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • additional staffing to support staff collaboration in the implementation of high-quality curriculum<br> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff<br><br>**The allocation of this funding has resulted in the following impact:**<br>Teachers engaged in regular data conversations as part of fortnightly Spirals of Inquiry sessions in stage teams, along with the AP C&I. During Term 3, all Y3-6 teachers engaged in regular one-on-one data conversations with the AP C&I, enabling teachers to work collaboratively to monitor student learning progress, identify areas of need and inform future teaching practice.<br><br>**After evaluation, the next steps to support our students will be:**<br>Utilise QTSS funding to provide additional release for Assistant Principals to engage in curriculum reform related instructional leadership with teachers in their teams. |
| COVID ILSP | The purpose of the COVID intensive learning support program is to deliver |

| $33,386.03 | 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. |
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| | **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities |
| | **Overview of activities partially or fully funded with this targeted funding include:**<br> • employment of teachers/educators to deliver small group tuition |
| | **The allocation of this funding has resulted in the following impact:**<br>16 Stage 1 students were targeted for support to develop their fluency and decoding skills.<br>The Year 2 students made on average 160% improvement in fluency and 180% improvement in decoding.<br>The Year 1 students made on average 158% improvement in fluency and 196% in decoding. |
| | **After evaluation, the next steps to support our students will be:**<br>Consider options to support primary students requiring low level adjustments for disability through small group literacy instruction. |

# Student information

## Student enrolment profile

| | Enrolments | | | |
|---|---|---|---|---|
| **Students** | **2020** | **2021** | **2022** | **2023** |
| Boys | 109 | 107 | 111 | 120 |
| Girls | 122 | 108 | 101 | 99 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2020** | **2021** | **2022** | **2023** |
| K | 96.6 | 94.9 | 91.0 | 93.4 |
| 1 | 95.0 | 95.0 | 88.5 | 92.8 |
| 2 | 94.6 | 93.6 | 88.7 | 91.9 |
| 3 | 96.7 | 93.6 | 89.8 | 92.4 |
| 4 | 94.6 | 95.3 | 89.1 | 92.8 |
| 5 | 94.8 | 93.0 | 89.6 | 92.2 |
| 6 | 95.7 | 94.8 | 89.5 | 94.0 |
| All Years | 95.4 | 94.3 | 89.5 | 92.8 |
| **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) | 2.8 |
| Classroom Teacher(s) | 8.13 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.42 |

*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

Over the last 2 years, significant resourcing has been invested in implementing the 'Spiral of Inquiry' process. Feedback from teachers highlights the positive impact on their professional practice of providing this focused time for collaborative planning, data conversations and engagement with new curriculum. Building teacher knowledge and skills has then positively impacted on the learning progress of students in the areas of focus. Informal feedback from teachers also evidences the importance of regular stage team professional learning opportunities, particularly as new curriculum is implemented.

# 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** | 172,015.06 |
| **Revenue** | 2,640,504.06 |
| Appropriation | 2,500,257.39 |
| Sale of Goods and Services | 2,787.00 |
| Grants and contributions | 130,803.62 |
| Investment income | 6,656.05 |
| **Expenses** | -2,659,088.70 |
| Employee related | -2,349,125.90 |
| Operating expenses | -309,962.80 |
| **Surplus / deficit for the year** | -18,584.64 |
| **Closing Balance** | 153,430.42 |

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** | 157,650 |
| **Equity Total** | 123,270 |
|     Equity - Aboriginal | 5,022 |
|     Equity - Socio-economic | 18,636 |
|     Equity - Language | 10,679 |
|     Equity - Disability | 88,933 |
| **Base Total** | 1,857,408 |
|     Base - Per Capita | 55,175 |
|     Base - Location | 0 |
|     Base - Other | 1,802,232 |
| **Other Total** | 228,223 |
| **Grand Total** | 2,366,551 |

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.

**NAPLAN 2023 Proficiency Levels:**

*Year 3 Reading*

Need Additional Support - 6%, Developing - 23%, Strong - 55%, Exceeding - 16%

*Year 3 Numeracy*

Need Additional Support - 10%, Developing - 23%, Strong - 61%, Exceeding - 6%

*Year 5 Reading*

Need Additional Support - 0%, Developing - 12%, Strong - 72%, Exceeding - 16%

*Year 5 Numeracy*

Need Additional Support - 3%, Developing - 22%, Strong - 72%, Exceeding - 3%

# Parent/caregiver, student, teacher satisfaction

Teachers were consulted about ways any barriers to building excellence and consistency in assessment can be addressed. One of the main themes of the suggestions related to utilising strategies that were regulated ways to collect assessment information, eg; rubrics, pre-tests, whole school or cross stage assessments. Another of the suggestion themes focused on how assessment information could be used more effectively by teachers eg; professional discussion about teacher judgements. The final main theme related to how to better incorporate assessment opportunities into the normal program eg; in-class observations and throughout the entire teaching and learning cycle.

In response to the 'Tell Them From Me' survey, teachers indicated the most identified factors that would help teachers feel more supported at work are reduced workload, less administrative work and more time to do their job. In addition, the strengths teachers perceived of their work included that our school is a welcoming and culturally safe place for all students, they feel they belong at the school and are well supported in their job.

In response to a request from the P&C to explore the possibility of purchasing flexible furniture options, all teachers completed a survey. In summary, teachers appeared to be using a range of flexible learning equipment regularly and seemed to be open to new or different options. The main barrier to using flexible learning equipment appeared to be the space required for use and storage. Another issue appeared to be the fact that different students have different needs and preferences. There was not a significant nor consistent need across the school to purchase more flexible furniture at that time.

In response to the 'Tell Them From Me' survey, the majority of students indicated they feel proud of the school (which was a 15% increase since 2020) and rated highly for having a positive sense of belonging. They also reported consistently high levels of positive behaviour at school and low levels of being subjected to bullying. There was no improvement in student perceptions of toilet facilities, despite considerable efforts to upgrade these, through LED lighting, deep cleaning services and beautifying the toilet doors.

In response to the 'Tell Them From Me' survey, parent responses indicated their most highly rated factors were safety at school and that the school supports positive behaviour. The identified areas of greatest strength were the children being clear about the rules for school behaviour and feeling safe going to and from school. The lowest rated factor was that parents are informed, particularly in relation to their child's social and emotional development, their child's progress in school subjects and their child's behaviour (positive or negative). Parents identified the most useful types of communication when discussing their child as emails, telephone and informal meetings, and the least useful types of communication as school reports and 3-way conferences. Parents indicated the most useful types of communication for finding news about the school were emails and school newsletters, and the least useful types of communication were the school website and P&C.

# 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.