

# Mount Riverview Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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# School background

## School vision statement

### ***Excellence, Care, Opportunity and Success***

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

## School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Blaxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 217 (2018) servicing 140 families , including 13% from a non-English speaking background and 5% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:

- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life long learners;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge & showcase the academic, sporting, cultural & leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social / emotional well-being of staff & students;
- endeavour to instil our core values of "Be Respectful", "Be A Learner" and "Be Safe" through explicit teaching and high expectations at all times;
- are strongly supported by a hard working P&C & the wider community;
- have a strong primary-secondary transition program with our neighbouring high school for the benefits of our students.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school 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>

## Strategic Direction 1

### Successful, Engaged Learners

#### Purpose

To build the capacity of all students to achieve their full potential by promoting confidence, creativity, collaborative and critical thinking skills in a stimulating and engaging learning environment through quality teaching practices and differentiated curriculum.

#### Improvement Measures

80% of students are achieving at or beyond the grade appropriate stage level in literacy and numeracy.

100% of students can reflect on the learning intentions process to evaluate their progress and support conversations about their learning directions.

Students are able to clearly articulate specific information about their own learning, growth and next steps through a 3 way interview process.

Increase the proportion of students in the top two NAPLAN bands by 10% by 2020 from 2015–17 baseline data average.

#### Progress towards achieving improvement measures

**Process 1:** Teacher professional learning is provided to ensure that 'Assessment for Learning' practices (learning intentions, success criteria, effective feedback) are embedded in all teaching and learning programs.

Evaluation	Funds Expended (Resources)
Class teachers are more familiar with the process of setting learning intentions and success criteria. Students have a greater understanding of their own learning.	All class teachers plus 3 executive members attended a 1 day professional learning course on Visible Learning practices.

**Process 2:** Quality differentiated learning experiences for all students are carefully and collaboratively planned, explicitly taught and assessed using Consistent Teacher Judgement (CTJ).

Evaluation	Funds Expended (Resources)
Program and assessment practices are consistent across grades. The students needs are targeted more specifically.	10 Casuals per term for grade planning days.
Staff are able to have quality discussions about learning practices and achievements within their classes.	1 casual per term for learning support program review.
Reporting on student achievement has become more transparent and consistent across grades.	Purchase of an on-line program for each classroom teacher (Inquisitive) to obtain units for History, Geography and Science.

**Process 3:** School processes and procedures encourage a community culture of learning success celebration and risk taking amongst students.

Evaluation	Funds Expended (Resources)
The students feel valued about their learning achievements.	Certificates. Banners and Medallions

## Strategic Direction 2

### Relationships and Wellbeing

#### Purpose

A school community working together to be safe, respectful learners by fostering a safe, caring environment.

Students are empowered to develop attitudes, values, skills and behaviours enabling them to become active, productive and emphatic members of the community.

#### Improvement Measures

All staff will embed wellbeing practices across the curriculum.

Increased levels of happiness reported by students, staff and parents measured by school surveys and a reduction in the number of referrals to executive staff and the Learning Support Team.

Students are aware of self in order to make rational and informed decisions and accept responsibility for their actions.

#### Progress towards achieving improvement measures

**Process 1:** Address the diverse academic and social needs of all students through whole school programs.

Evaluation	Funds Expended (Resources)
PBL in the classroom has had a significant impact on academic and social needs of the students. Consistent language from staff, students and parents was used when dealing with PBL.	Signage Tier 1 PBL classroom training 2 day course for 4 staff. 2 casual days for lesson planning.

**Process 2:** Disseminate information to the community regarding school wellbeing programs through written and electronic communication channels as well as workshops.

Evaluation	Funds Expended (Resources)
Students have become more aware of classroom and playground expectations through lesson discussions. Staff are communicating more with parents if there are any student concerns. Staff are also communicating more with each other if there are any playground incidences that need to be followed up. Parents feel more informed about their child's behaviour.	

**Process 3:** Implement a profile on every student across the school based on academic, social, emotional and physical aspects of the student.

Evaluation	Funds Expended (Resources)
All staff have created a profile for the learning needs of the students in their class. These profiles then are developed further into NCCD and PLP profiles if necessary and in consultation with the LaST.	

## Strategic Direction 3

### Quality Teaching and Leadership

#### Purpose

To build the capacity of all staff, as leaders, through professional development aligned with the school plan to deliver a collaborative practice of sustained high expectations and shared responsibility for improving student engagement and learning.

#### Improvement Measures

The school has a high performing staff as measured against the 'Australian Professional Standards', whose capacities are continually built to ensure every student experiences high quality teaching.

Teachers engage in professional discussion and collaboration to improve teaching and learning across the school through negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice.

Assessments are developed, sourced and used regularly to help promote consistent and comparable judgement of student learning.

#### Progress towards achieving improvement measures

**Process 1:** Professional learning is aligned with the school plan, is formulated from evidence based research and its impact on the quality of teaching and student learning outcomes is evaluated.

Evaluation	Funds Expended (Resources)
Staff became more aware of the school plan and strategic directions.	

**Process 2:** Implement explicit teaching programs with high expectations and evidence of differentiation.

Evaluation	Funds Expended (Resources)
All students were involved in creating a film and learnt a great deal about film making techniques involving visual literacy practices.	

**Process 3:** Establish a system to support and promote evidence gathering , data collection, sharing and professional learning tracking for each teacher.

Evaluation	Funds Expended (Resources)
Each staff member evaluated their PDP goals mid year with changes negotiated with the Principal and then these goals were achieved by the end of the year as evidenced through the final evaluation.	PL Courses Casuals



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aunty Julie employed once a week for class visits  <b>Funding Sources:</b> • Aboriginal background loading (\$8 093.00)	Aboriginal students were focused on the goals set by/for them, through consultation. Their learning programs catered for their needs to be able to achieve their goals.  All students showed an increased knowledge about Aboriginal culture and their needs through the involvement in fortnightly lessons with Aunty Julie. Discussions were linked back to the NSW HSIE Syllabus.
<b>English language proficiency</b>	SLSO time  <b>Funding Sources:</b> • English language proficiency (\$0.00)	Our targeted students were catered for, through identified learning programs, to best suit each individual's needs. Goals were set and each term they were evaluated.
<b>Low level adjustment for disability</b>	LaSt Support  <b>Funding Sources:</b> • Low level adjustment for disability (\$83 153.00)	The identification of students needing support in Literacy/Numeracy was made possible each term with our term reviews.  Teachers have a better understanding of all students and their needs and support was adjusted to cater for the needs of individuals.
<b>Quality Teaching, Successful Students (QTSS)</b>	3 days per week teacher–QTSS  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$0.00)	Improvement in writing and reading results for the children who were part of the 3–6 support programs. An increased confidence has also been seen for students to have a go at new things.  Staff open to sharing their expertise and also wanting to learn from others, which has resulted in improved teacher programs and student outcomes.
<b>Socio–economic background</b>	LaST  SLSO's  <b>Funding Sources:</b> • Socio–economic background (\$15 865.00)	Increased confidence, more ownership of learning and success in the targeted areas of need.
<b>Support for beginning teachers</b>	teacher for one day a fortnight  <b>Funding Sources:</b> • Support for beginning teachers (\$4 269.00)	An increase in confidence and being able to cater for the diverse learning needs of the class. The extra time allowed the teacher to work at a steady pace to achieve her goals.
<b>Targeted student support for refugees and new arrivals</b>	n/a	n/a



# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	115	109	103	108
Girls	112	109	112	108

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	96.2	95.9	92.6
1	97.1	96.5	95.5	90.7
2	95.8	97.1	94.9	93.5
3	95.3	95.9	97.6	94
4	95.7	96.6	96.5	94.3
5	96.7	95.6	93.9	94.2
6	95.9	94.9	93.2	91.9
All Years	96	96.1	95.3	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

## 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
Classroom Teacher(s)	8.14
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	190,848
<b>Revenue</b>	2,175,808
Appropriation	1,998,829
Sale of Goods and Services	17,564
Grants and contributions	157,197
Investment income	2,219
<b>Expenses</b>	-2,181,025
Employee related	-1,877,329
Operating expenses	-303,696
<b>Surplus / deficit for the year</b>	-5,217

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	67,188
<b>Equity Total</b>	107,111
Equity - Aboriginal	8,093
Equity - Socio-economic	15,865
Equity - Language	0
Equity - Disability	83,153
<b>Base Total</b>	1,710,685
Base - Per Capita	50,447
Base - Location	0
Base - Other	1,660,237
<b>Other Total</b>	92,622
<b>Grand Total</b>	1,977,605

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

In 2019, Mount Riverview Public School sought the opinions of students, staff and the community through the Tell Them From Me 'Partners in Learning' surveys. The surveys rank responses to a variety of questions on a scale from 0–10. Results in all areas for students, staff and parents were close to or above state average.

### Parents

Not enough data was gathered from parents.

### Students

Response data for students in Years 4–6 were:

- 90% were involved in sporting activities offered within school
- 69% participated in at least one of the extra curricula activities offered
- 81% felt they had a positive sense of belonging
- 94% felt they had positive relationships
- 92% felt that school was useful and would have a strong bearing on their future
- 99% felt they displayed positive behaviour at school
- 84% felt as though they tried hard to succeed in their learning

From the survey the school was able to identify student engagement in their learning as an area of development for 2020 as there were only 64% of student who felt they were interested and motivated.

### Teachers

Teacher response data (0–10) shows:

- Works with school leaders to create a safe and orderly school environment – 8.8
- Talk with other teachers about learning problems of particular students – 8.3
- Teachers give students written feedback on their work – 8.3
- Link new concepts to previously mastered skills/knowledge – 8.8
- Teachers give students opportunities to use computers or other interactive technology for describing relationships – 9.2
- Teachers strive to understand the learning needs of students with special learning needs – 8.8
- Work with parents to regularly inform them about their child's progress – 8.0

From the survey the school was able to identify the area of teaching strategies to provide feedback to students more regularly. In addition to this the school also identified the area of asking parents to review/comment on their child's work as an area to explore.

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.