

Riverbank Public School

2019 Annual Report



4653

Introduction

The Annual Report for 2019 is provided to the community of Riverbank Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

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

Riverbank's School Plan articulated the school's vision for three years, based around three strategic directions. These directions have underpinned our planning for this period and have outlined where we want our school and the educational outcomes of our students to be at the end of 2019. Our School Plan identified the school's priorities and has driven a culture of continuous improvement. It has allowed us to move forward with a collaborative, considered and consistent approach to nurturing success for our students, staff and the school community.

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

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

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

Mrs Jeanie Brown

Principal

School background

School vision statement

Riverbank Public School, as a partnership of students, staff, parents and the wider community, provides an inclusive environment built on Restorative Practice conducive to learning and high levels of achievement. Our Restorative Practice Framework provides a common language and practice to build respectful relationships. This strong social and emotional foundation, combined with a clear and explicit Quality Teaching Framework and rich curriculum content, creates a powerful environment for engaged and effective learning. Our vision is underpinned by the School Excellence Framework's three domains of Learning, Teaching and Leading. Riverbank Public School plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of our students. At Riverbank Public School, all students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners.

We achieve this by:

- * **Building a respectful learning culture**
- * **Building responsible individuals with a focus on developing resilience and a love of learning**
- * **Building strong relationships with students, staff, parents and the wider community**

School context

Riverbank Public School opened in Term 1, 2015 and is located in the suburb of The Ponds in the north-west of Sydney. The school shares a site with The Ponds High School and is part of an innovative approach to teaching and learning. The school has an emphasis on outstanding teaching and learning programs supported by ongoing professional learning of staff. Our school is a member of The Ponds Learning Community. Focus is placed on the development of quality literacy and numeracy programs and the use of technology to support and engage students. Our rapidly growing student population is 1400, 84% of whom have a language background other than English. The school has three Multi Categorical support classes and encourages a holistic and inclusive approach, supported by strong student wellbeing programs. Our Restorative Practice Framework provides a common language and practice to build respectful relationships, and foster effective communication with students, staff, parents and the wider community. Collaborative planning and decision-making, together with distributed leadership practices are features of the school. The school has strong partnerships with the P&C, parents and local community. A diverse mix of dedicated and talented staff, whose student centred approach, supports the school's direction and embrace the individual learner to achieve their best.



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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

Collective Teacher Efficacy

Purpose

Riverbank Public School incorporates a professional learning culture that is driven by collaboration, explicit developmental frameworks and self-reflection, to drive ongoing school wide improvement in teaching practices. The definition of collective efficacy (Hattie, 2015) is 'collaborative conversation based on evidence'. Quality teaching and learning programs meet the needs of all learners and the capacity of all staff will be developed to lead, share expertise and inspire others. All staff participate in meaningful professional learning that guides best practice, supports school directions and meets departmental requirements.

Improvement Measures

All staff prepare and follow a Performance and Development Plan (PDP) which has clear links to the school's Strategic Plan.

All staff are registered with NESA and are maintaining or working towards accreditation, including those working towards higher levels of accreditation.

All staff using collaborative programming, sharing their expertise.

Increase in staff accessing professional learning and leading school-based professional learning.

All staff to participate in mentoring and collaborative teaching opportunities.

Progress towards achieving improvement measures

Process 1: Develop an open and supportive collegial environment that promotes quality professional dialogue and sharing of knowledge and resources.

Evaluation	Funds Expended (Resources)
Each term, staff refer to the scope and sequence and collaboratively plan for all Key Learning Areas. Early Stage 1 – Stage 3 program using an online tool (Microsoft One Drive and Teams), harnessing collaborative ideas for teaching and learning activities. Teachers evaluate lessons, share resources and techniques used that may assist others. Stage planning days provide stage teams with the opportunity to collaboratively program. Collaborative practice sessions were established across the TPL calendar to allow for authentic opportunities where share successful and innovative evidence-informed practices. School leaders create a strong culture in which collaborative planning, reflection and peer coaching is embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.	\$5,000

Process 2: Identified professional learning needs drive the provision of Teacher Professional Learning (TPL) at RPS.

Evaluation	Funds Expended (Resources)
Through the Quality Teaching, Successful Students (QTSS) initiative, Assistant Principals are provided with release time to engage in conversations with teachers based on the Performance and Development Framework. Goals are linked to the Teaching Standards and the school's Strategic Directions. Staff complete a mid-year self-assessment where revision of the goals may be necessary depending on their needs. A formal review is undertaken in Term 4. All staff attend Professional Learning that links to their PDPs or as part of delivery of milestones specific to their KLA. Eight teachers were awarded their proficient accreditation and two teachers their maintenance of accreditation. All teachers are registered with NESA and are provided with the opportunity to seek accreditation at higher levels.	\$197,745

Progress towards achieving improvement measures

Process 3: Provide high quality specific learning opportunities that will drive and achieve milestones aligned with RPS strategic directions.

Evaluation	Funds Expended (Resources)
<p>Staff access various online courses through MyPL and use these opportunities as registered and teacher identified hours. Senior Executive staff make specific professional learning sessions available for staff to enrol in via MyPL. Staff, in a whole school setting or in stages, have opportunities to lead PL sessions according to their recognised skills and expertise that links to the PL schedule and School Plan. All staff belong to a KLA committee and through these committees, team leaders, usually classroom teachers, lead these meetings.</p>	\$9,000



Strategic Direction 2

Quality Teaching and Learning

Purpose

Riverbank Public School will deliver explicit, quality educational practices focused on high engagement and differentiation. Teachers have a deep knowledge and pedagogical understanding of teaching and learning that informs best practice. Staff deliver challenging, meaningful and innovative learning experiences that develop literacy and numeracy. Programs ensure all students are critical and creative learners, collaborative designers and communicative thinkers who become self-guided learners.

Improvement Measures

Quality programming will be evident based on the school's scope and sequence documents that are aligned with student's needs and Departmental requirements.

All staff are demonstrating quality, differentiated literacy and numeracy teaching practice.

35% of students achieve in the top 2 bands for NAPLAN reading, writing and numeracy.

Collection and analysis of data is evidenced through explicit processes and procedures and is reflected in teachers' programming.

Performance and Development Plans reflect implementation of evidence based research in teaching and learning programs, using the school context.

Progress towards achieving improvement measures

Process 1: Develop and employ high quality literacy and numeracy programs to improve student academic growth.

Evaluation	Funds Expended (Resources)
At Riverbank Public School we work towards all teachers understanding and explicitly teaching literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data. Staff developed and refined resources to support the teaching and learning of literacy and numeracy K–6 with a relentless focus on explicit teaching and high expectations for all students. Riverbank Public School utilised the National Literacy and Numeracy Learning Progressions to track and monitor student growth and identify individual student trajectories. Staff engaged in high quality professional learning throughout the year.	\$23,197

Process 2: Establishment of protocols relating to consistent teacher judgement.

Evaluation	Funds Expended (Resources)
The processes in place which support teachers' consistent, evidence-based judgement and moderations include opportunities at a grade, stage and whole school level. These processes include; professional learning, moderation tasks, consistent-teacher judgement sessions and work sample analysis. Assessments are developed and used regularly across the year level and stages to help promote consistent and comparable judgement of student learning, monitoring student progress and identifying skill gaps for improvement and areas for extension. Riverbank Public School has Consistent Teacher Judgement guides which are developed alongside each teaching and learning program K–6. These Consistent Teacher Judgement guides provide the framework in which teachers can consistently assess student learning. Accurate conclusions about student learning are reliant on rigorously-constructed assessment tasks, teacher collaboration and the use of marking rubrics.	No Funds Required

Progress towards achieving improvement measures

Process 3: Engage students with innovative and future focused pedagogies to enhance learning activities using evidence based teaching and learning practices.

Evaluation	Funds Expended (Resources)
<p>Riverbank formed a strong relationships with School Learning Environments and Change (SLEC) in 2019, with numerous professional learning sessions for staff to engage with innovative and future focused pedagogies using evidence-based teaching and learning practices. Services provided by SLEC included the development of an education rationale, transition strategy, the provision of professional learning courses, tours of new build or upgrade schools, post-occupancy evaluation and evidence-informed resources for staff, parents and the broader community.</p>	No Funds Required



Strategic Direction 3

Restorative Relationships

Purpose

Riverbank Public School is a place where wellbeing and engagement are recognised as key contributors to building respectful and positive relationships across the school community through our Restorative Practice Framework. Staff understand the needs of each student to ensure they are valued, safe, engaged, supported and challenged. Our school philosophy is strongly built on working together. Partnerships are fostered through cooperation and innovation to create an environment where all contributions are valued and respected.

Improvement Measures

Community survey results indicate that parents are satisfied with communication practices at school and they support and understand current school initiatives.

Student survey results indicate that students feel known, valued and cared for at school.

Understanding of current school and departmental policies, programs and processes identify, address, monitor and communicate student learning and welfare needs.

Partnerships with community organisations are established to provide access to experiences and support for the benefit of students.

Increased parent contribution to, and satisfaction with, home school communication in a variety of feedback opportunities.

Progress towards achieving improvement measures

Process 1: Transitions are strengthened through collaboration with staff, the wider community and interagency support. Riverbank Public School will continue to form partnerships to support transitions to kindergarten, other schools and high school.

Evaluation	Funds Expended (Resources)
The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points (including transition to Kindergarten, transition to Year 7, integration into mainstream classes and transition into support unit classes). The strong relationships we foster with families and information sharing between families, early childhood services and schools has supported students successful transition to their first year of schooling. We continued our strong relationship with The Ponds High School and local schools in the area through our involvement in The Ponds Network. As a feeder public schools to The Ponds High School, we worked closely to analyse the NAPLAN data of Year 5 and 7 students to better inform curriculum implementation, programs and evidence-based teaching practices.	No Funds Required

Process 2: Teachers to participate in ongoing induction programs through professional learning and mentoring programs to reinforce Riverbank Public School's Restorative Philosophy.

Evaluation	Funds Expended (Resources)
All teachers engaged in ongoing professional learning on the Restorative Practices Framework. An experienced teacher acted as a trainer for early career teachers and teachers new to Riverbank Public School. Mentoring, observation and demonstration lessons were embedded as part of the timetable to allow teachers to learn and understand the framework and its implementation. High quality induction programs were implemented to ensure that there was a consistent use of the Restorative Practices Framework across the school.	\$14,000

Progress towards achieving improvement measures

Process 3: The school and community work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of curriculum programs, and their capacity to become partners in their child's learning.

Evaluation	Funds Expended (Resources)
Riverbank Public School hosted a number of parent and carer engagement sessions and workshops designed to build the school as a cohesive educational community. These workshops centred around students with English as an Additional Language or Dialect, Literacy, Numeracy and NAPLAN.	No Funds Required

Process 4: Continue to engage in, review and improve communication including maximising the school's electronic publications and website to inform and collaborate with the community and to celebrate achievements.

Evaluation	Funds Expended (Resources)
Riverbank Public School utilised school based surveys to collect parent/carers, staff and student feedback. Our strong communication links were continued with the use of the School Enews App, the school website, Facebook and Twitter.	No Funds Required



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • (\$2 467.00)	Students have Personalised Learning Pathways and are making progress that is measured against the syllabus, the Literacy and Numeracy Progressions, internal assessments and NAPLAN.
English language proficiency	Funding Sources: • (\$35 422.00)	Funding was used to develop and deliver professional learning opportunities for all staff, enhancing their understanding and implementation of EAL/D learning strategies and the EAL/D progressions. Teachers were mentored by specialist EAL/D staff in the development of teaching and learning programs and specialised techniques to differentiate instruction. 21 staff completed the TELL training led by a member of staff. Whole school EAL/D data and resources were audited and updated to ensure current practices align with Department of Education and school based policies.
Low level adjustment for disability	Funding Sources: • (\$78 874.00)	All students requiring adjustments and accommodations were catered for within the school context by a School Learning Support Officer (SLSO).
Quality Teaching, Successful Students (QTSS)	Funding Sources: • (\$197 745.00)	Quality Teaching, Successful Students funding allowed our leadership team to collaborate with teachers and utilise mentoring, feedback and reflective practice to enhance professional practice. Teachers were supported in using evidence-based strategies to improve the quality of classroom teaching and learning. Funding was used to release executive staff, who worked as instructional leaders in the classroom. Additional executive release was used to support staff when implementing key initiatives and TPL.
Socio-economic background	Funding Sources: • (\$21 370.00)	SLSOs were engaged to support identified students, implementing Individual Education Plans and supporting identified students. Identified students participated in a social skills program with executive staff and our school counsellor. Funds were allocated to increase the school's learning and support teacher allocation.
Support for beginning teachers	Funding Sources: • (\$143 000.00)	All beginning teachers receive additional funding in the first two years of their career, allowing for additional release time. Beginning teachers were supported to work towards personal goals identified in their Performance and Development Plans (PDP).

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	349	478	627	730
Girls	311	386	520	659

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	94.2	95.1	94.2
1	94.2	94.5	94.5	93.4
2	94.6	93.4	94.8	91.7
3	94.6	94.8	94.6	93.7
4	94.4	95	94.2	94.3
5	94.7	94.1	95.3	93.2
6	94.2	92.9	92.9	93.8
All Years	94.9	94.2	94.6	93.5
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

In 2019, Riverbank Public School had a student enrolment of 1400 students. This enrolment represents a year of significant growth in student enrolments. This growth is due to the development and release of medium to high density housing estates within our school catchment. Enrolments in 2020 is expected to be 1750.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	7
Classroom Teacher(s)	52.37
Teacher of Reading Recovery	1
Learning and Support Teacher(s)	1
Teacher Librarian	1.8
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	10.22

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

All staff at Riverbank Public School actively participated in a number of professional learning activities designed to build

their capability to achieve our key priorities as set out in our School Management Plan.

Professional learning in 2019 continued to establish a collaborative vision for our school. Staff have been involved in strategically planned professional learning programs that has built the capability of early career teachers, current teachers and aspiring and current school leaders.

In 2019, staff engaged with the following professional learning opportunities:

- All staff continued training in Restorative Practices and Circle Time,
- All staff completed the Developing Visible Learners professional learning,
- Executive staff completed the Evidence into Action Day 2 professional learning with Corwin,
- All Kindergarten teachers were trained in the implementation of Best Start Kindergarten Assessment,
- All staff continued training in the implementation of the Literacy and Numeracy Progressions and ALAN,
- Three staff engaged in MAPA training,
- Four staff attended Quality Teaching Rounds professional learning,
- Our librarians continued to engage with professional learning on using the Oliver system and flexible learning space by design,
- EAL/D teachers attended professional learning on teaching students from a refugee background,
- 21 staff completed the TELL training,
- Staff engaged in professional learning with Apple,
- Three staff participated in Effective Reading: Phonological Awareness
- SLSOs engaged with online professional learning with Sue Larkey,
- Stage 2 and 3 executive attended professional learning around advanced strategies for teaching problem solving in Mathematics,
- Six staff participated in PAT professional learning,
- Maintenance of compliance training, such as Anaphylaxis and Asthma training, CPR and e-Emergency Care courses, as well as Child Protection and
- Deputy Principals attended the Primary Deputy Principal conference.

Teacher Accreditation

In 2019, 8 teachers were successful at gaining proficient accreditation.

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 (\$)
Opening Balance	1,402,977
Revenue	11,841,953
Appropriation	11,179,041
Sale of Goods and Services	46,361
Grants and contributions	603,844
Investment income	11,382
Other revenue	1,325
Expenses	-11,963,430
Employee related	-10,290,029
Operating expenses	-1,673,401
Surplus / deficit for the year	-121,477

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

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. Revenue and Expense figures pertain to funding and contributions received during 2019 only. A full copy of the school's 2019 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	732,724
Equity Total	821,115
Equity - Aboriginal	2,467
Equity - Socio-economic	21,370
Equity - Language	611,689
Equity - Disability	185,590
Base Total	7,983,432
Base - Per Capita	273,569
Base - Location	0
Base - Other	7,709,862
Other Total	886,467
Grand Total	10,423,738

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 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 website.

Literacy

Year 3

Year 3 Reading results indicate a steady increase of average NAPLAN scores. Due to Online NAPLAN students were now able to achieve above a Band 6 for NAPLAN Reading, with 42 students achieving a Band 7 or higher. 70.2% of students in Year 3 achieved within the top 2 bands for Reading. Our Year 3 Writing data shows a significant increase in student performance, achieving above the State and Statistically Similar School Groups in comparison. The average NAPLAN score for writing was 459.6. Similarly in Spelling, Year 3 data is above that of SSSG and State with an average score of 465.7.

Year 5

38.9% of students in Year 5 achieved within the top 2 bands for Reading. 66.4% of students in Year 5 achieved at or above expected growth for Reading. 70.9% of students in Year 5 achieved at or above expected growth for Writing. 77.0% of students in Year 5 achieved at or above expected growth for Spelling. 61.8% of students in Year 5 achieved at or above expected growth for Grammar and Punctuation.

For all literacy domains (Reading, Writing, Spelling and Grammar and Punctuation) Riverbank achieved higher average scaled growth scores compared to both Statistically Similar School Groups and State.

Numeracy

Year 3

Year 3 Numeracy results are trending positively. Due to Online NAPLAN, students were now able to achieve above a Band 6 for NAPLAN Numeracy, with 30 students achieving a Band 7 or higher. 58.3% of students in Year 3 achieved within the top 2 bands for Numeracy.

Our Year 3 Numeracy data has improved substantially over the past 4 years with student performance achieving above the State and Statistically Similar School Groups in comparison. The average NAPLAN score for Numeracy was 442.0.

Year 5

69.3% of students in Year 5 achieved at or above expected growth for Numeracy.

Within Numeracy, Riverbank achieved higher average scaled growth scores compared to both Statistically Similar School Groups and State.

Parent/caregiver, student, teacher satisfaction

Parents

Two comprehensive surveys were conducted this year; one with wellbeing as the theme and the other with Parent–Teacher interviews as the focus. Below is a summary of the Wellbeing Survey, of which there were 176

- 82% believed their child was known, valued and cared for;
- 81% thought that their child was engaged and challenged to continue to learn;
- 90% of behaviour issues were dealt with in a timely manner;
- 96% believed their child was safe at school;
- 82% thought that teachers fostered healthy friendships.

Among the positive aspects of Riverbank's Restorative Wellbeing Framework, parents commented that the school:

- Promoted caring within and outside the classroom;
- Promoted children's strengths;
- Encouraged the value of the HIP keys;
- Promoted respecting teachers as well as students;
- Contained a happy atmosphere where teachers were welcoming and approachable;
- Followed–up issues proactively;
- Engaged children via different forums and programs;
- Allows students to take ownership of behaviour.

Students

633 students responded to a survey about various topics. Below is a summary:

- 78% always or sometimes feel challenged at school;
- The top 3 favourite subjects were: Sport/Fitness (30%), Maths (19%) and Science (15%);
- 67% of students asked for help when they needed it;
- 92% said they followed the HIP keys every day or most days;
- 99% of students said they get along with others.

In open ended questions, students were asked to list things they enjoyed doing at school. Among the most popular responses were:

- Playing with friends;
- Learning new things;
- Participating in PSSA teams;
- Opportunities to be part of CAPA groups;
- Completing projects.

Teachers

60 teachers responded to a survey about the school's culture, Professional Learning opportunities and 2020 vision. Below is a summary of responses. Teachers enjoyed:

- Opportunities for collaboration;
- Strong supportive network of teachers and executive staff;
- Practical ideas becoming reality;
- Sense of community;
- Innovative teaching and learning;
- Opportunities for personal growth;
- Inclusive and respectful nature of all staff;
- Clear communication between team members;
- Approachability of colleagues.

The most popular responses for Professional Learning for 2020 and beyond include:

- Leadership training;
- Supporting beginning teachers;
- Benchmarking, data analysis & PLAN2;
- Coding;
- Project–Based Learning;
- EAL/D network meetings.

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.

Other School Programs (optional)

Sports

Sports in Schools Programs

All K–6 students were given the opportunity to participate in a specialised gymnastics program provided by 'Sport in Schools Australia'. The gymnastics program promoted all-round physical development, muscular strength and endurance, joint flexibility, balance, coordination and core strength required for everyday living.

PSSA Sport

Riverbank Public School continued their participation in the Friday Ridges PSSA Summer and Winter competitions. The NRL tag and soccer teams made major improvements in their success this year, winning the majority of their games. New NRL tag, softball, tee ball and AFL jerseys were purchased with our Riverbank logo. Students represented the Ridges Zone in swimming, cross country, athletics, cricket, AFL, softball, tee ball, NRL tag, soccer, netball, newcombe ball and rugby league.

The PSSA cricket team also competed in a NSWPSA knockout competition. This was the first time a team from Riverbank has entered this state-wide competition. The team were successful in their first game, winning without losing a wicket. Unfortunately they were knocked out in the second round.

Representative Sport

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

Primary Carnivals

The school swimming, cross country and athletics carnivals were a huge success again in 2019.

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

The school athletics carnival was a magnificent day, where all students had the opportunity to use the excellent facilities and equipment at the Blacktown International Sports Park.

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

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

K–2 Sport

K–2 continued to develop their team building skills, hand–eye coordination and gross motor skills through participation in fundamental movement skills programs. Riverbank Public School also hosted a K–2 athletics carnival and a K–2 mini cross country carnival. Both of these days saw students utilise skills they had developed throughout the year within school sport programs.

Swim Scheme

Students from Years 2–3 had the opportunity to participate in a two week program focusing on essential skills in swimming. They developed foundation survival skills to improve and refine swimming techniques.

In School Sport Clinics

Stage 3 were able to participate in a 5 week rugby league workshop where students were able to learn and practise passing, kicking, side stepping and team building skills.

During Term 4, Stage 3 students enjoyed a 'Have–a–Go' basketball day organised by the Hills Hornets. Students practised fundamental skills such as dribbling, passing, shooting and defending.

Future Directions

In 2020, we will continue:

- the 'Sport in Schools Australia' Program (focusing on sports skills);
- Swim School for Years 2–3 students;
- PSSA sports for the summer months: cricket, tee ball, league tag, softball and AFL;
- PSSA for the winter months: netball, soccer, newcombe ball and rugby league;
- the NRL Program for Stages 2–3;
- participation in the Paul Kelly Cup (AFL gala day for Years 5–6 boys and girls);
- participation in the PSSA knockout for soccer; and
- participation in the 'Have–a–Go' basketball days

Creative and Performing Arts

2019 saw further growth and development in the creative and performing arts at Riverbank Public School. Our extra–curricular performance groups totalling 11 in 2018, grew to an impressive 23 performance groups in 2019.

Riverbank CAPA groups also performed for the first time at: The Hills Performing Arts Festival, Rouse Hill Spectacular Santa Street Parade and the NSW Schools Spectacular.

Music

In 2019, Riverbank continued to offer specialised music lessons during the RFF program across the school. Classes were provided with a one–hour lesson each week, to become immersed in and learn about the elements of music. Students were given the opportunity to experiment with a variety of musical instruments and develop their knowledge of music theory.

The recorder program, which was introduced in 2018 to Year 3 and 4 students, was extended to Year 5 and 6 students in 2019. The establishment of a school recorder group for students in Years 4 – 6 was also a welcome addition to our school's extra–curricular music program.

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

Choir

Riverbank Public School choirs drew immense interest in 2019 and the need to expand on the number of choir groups was necessary, to cater to so many enthusiastic singers. Growth from 2 choirs in 2018 to 5 choirs in 2019 was indeed something to sing about.

All groups performed at a number of key events throughout the year:

- Kindergarten, Year 1 & Year 2 Choirs at Castle Towers Shopping Centre for Education Week;
- Stage 2 Choir – Evan Theatre, Penrith Panthers for the Hills Performing Arts Festival; and
- Stage 3 Choir – Qudos Bank Arena for the 2019 NSW Schools Spectacular.

We were again fortunate to combine with students from The Ponds School, to continue with the signing choir. Riverbank's Year 2 choir students, focused on providing an inclusive experience for students with additional needs, by learning Key Word Signs to the song 'True Colours'. This combined signing choir performed at our end of year CAPA night to the delight of all in attendance.

Dance/Drama

The extra-curricular dance and drama programs continued to flourish in 2019 – confirming yet again the popularity, need and importance of the performing arts in our school.

Significant growth from 6 dance groups and 1 drama group in 2018, to 10 dance groups and 3 drama groups in 2019.

Students of all ages across our school, enthusiastically auditioned and attended weekly rehearsals in the lead up to exciting performance events:

- Our Kindergarten & Year 3 Dance Group performing at Castle Towers for Education Week;
- Year 1, Year 2 & Year 4 Dance Groups successfully auditioned and performed at the Hills Performing Arts Festival along with 3 students who featured as part of the Hills Dance Ensemble;
- Our Bollywood and Boys' Dance Groups performing at The Pond's High School's Diwali Night Festival;
- Kindergarten, Year 1 and Stage 3 Dance Groups parading and performing at the Rouse Hill Santa Street Parade; and
- Kindergarten, Stage 2 and Stage 3 Drama Groups showcasing some amazing talent at our end of year CAPA Night – a culmination of many hours of rehearsals and hard work, featuring all our performance groups for one spectacular night of family entertainment.

Visual Arts

Riverbank Public School ran three 'Art Clubs' throughout 2019 (Stage 1 – Stage 3), giving students the opportunity to express their creativity through a variety of visual arts projects. From drawing & sketching to painting & watercolours, sculpture and ceramics – there was something for everyone. Key pieces were featured in various editions of our school newsletter and displayed in key locations around the school for all to appreciate.

Future Directions

In 2020, Riverbank Public School aims to continue developing its creative and performing arts program by:

- offering a variety of dance, choir, drama and visual arts groups;
- providing students with a range of opportunities to audition & perform outside of school including: Synergy Dance Festival; Ridges Festival of Performing Arts; The Hills Performing Arts Festival and NSW Schools Spectacular;
- building its music tuition programs for keyboard and guitar; and
- establishing a school band

Achievements in Student Leadership

Our student leadership team is made up of two school captains, two vice captains, eight prefects, eight house captains, eight house vice captains and twelve library monitors. In 2019, our school parliament split into two sessions. Stage 2 became State Parliament and Stage 3 was Federal Parliament. The Federal Parliament was given a budget from the Principal to work with throughout the year and designated half of the funds to be given to State Parliament. The school leaders ran the parliaments throughout 2019 and took great pride in their portfolios. The school leaders take on the roles of Prime Minister in Federal Parliament and Premier in State Parliament, Ministers of Sport, Environment, Events, Transport, Education, Arts and Technology. There is a Treasurer, Speaker, Sergeant of Arms and a Leader of the Opposition. During Parliament, all students in Years 3–6 have the opportunity to address the parliament and move a

motion, outlining new initiatives for the school to undertake. The students then vote on the motion. If passed, the item is brought to the attention of the minister in charge of that area. They then take action on the issue, under the guidance of the Principal and school staff. During 2019, our parliament has provided a forum for all students to have a 'voice' regarding how the school operates.

Achievements in Technology

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

Riverbank continues to invest in technology that heightens student collaboration, engagement and learning. Readily available technology facilitates the active use of interactive educational tools and provides dynamic learning experiences that directly benefit students. 2019 was the first year Riverbank completed NAPLAN online. After two years of preparation that included the installation of a computer lab, high powered WiFi and participating in every NAPLAN online practice session, Riverbank was ready to give students the opportunity to achieve higher bands in their tests that are not available in the paper tests. Although there were some big issues reported across the state, especially on day 1 of the testing period, Riverbank were impacted minimally thanks to the thorough preparation of resources and staff.

Bring Your Own Device (BYOD) was also successfully maintained in Stage 3, making technology an integral part of teaching and learning within the classroom. In 2019 Riverbank continued to use JTC, a technology support company to help to support the growing technological needs of the school. Riverbank invested in additional iPads during 2019 to maintain the ratio of iPads of 10 per K–4 class. The robotics RFF program became the STEAM RFF program for K–4 students to develop their design thinking skills by engaging in solving real-life problems.

A group of Stage 3 students were selected to participate in a Minecraft competition, to design as a group the new Western Sydney International (Nancy–Bird Walton) Airport. The submission the students put forward was outstanding and received great feedback from the judges who were from industry involved in designing the new airport. 3D printing was introduced to Riverbank with students from Stages 2 and 3 forming Makers Empire groups. The students needed to identify a problem and work together to create a solution by building cardboard prototypes before using design software to create 3D printed solutions. The Stage 2 students designed play equipment that could be used in the support unit outdoor playground and the Stage 3 group designed new rubbish bins that would stop rubbish blowing out once a lid was lifted to put in new rubbish. Riverbank were one of twenty schools to present their ideas at the Maker Pedagogy Network Showcase Day.

Technology clubs were reintroduced in 2019 with great success. A STEAM expo was held at Riverbank in Education Week and it was fantastic to see parents and grandparents testing out the technology the students are using, after being shown how to use it by our expert students. Teachers on the technology committee attended Apple professional development courses and shared their new knowledge with other staff members.

Future directions:

In 2020, Riverbank aims to:

- continue the BYOD program in Stage 3 with it becoming compulsory for Year 5 students;
- build teacher capacity in the integration of technology across the curriculum, by increasing members on the technology committee and the frequency of meetings;
- offer a greater number of ICT clubs;
- participate in a range of technology competitions that are available;
- develop teacher skills in using iPads for education by taking teachers on Apple evening field trips; and
- develop teacher and student skills and understanding of using 3D printers.

Achievements in Library

Riverbank Public School Library aims to support students in building a strong culture, and a life long love of reading. In 2019, library lessons continued to form half of the release from face to face (RFF) of the school's operation. Lessons complemented and extended the teaching and learning programs being implemented in classrooms. This year, Stage 3 students immersed in Project Based Learning. Their lessons were inquiry based, specifically supporting and complementing programs from the classroom. Students undertook research based projects throughout the course of the year, collaboratively planned with one Library teacher and the Stage 3 team.

In Term 4, the Library incorporated the United Nations year of Indigenous Languages. Focusing on the Darug people, the traditional owners of the Riverbank area and beyond, all students in K–4 were immersed in a Darug language program, intent on building strong relationships with the Darug community and respect and understanding of Australia's history. This was a very successful program which will continue into 2020.

Borrowing is a key component of Library time and over 43 000 loans took place throughout the year, Year 1 being the

highest borrowing grade with 9396 books loaned out. The Premier's Reading Challenge for 2019 was completed by all students in Early Stage 1 and Stage 1. It is optional for Stages 2 and 3, however, we had a total of 912 students complete the challenge, an increase of 190 students. We proudly presented seven platinum certificates and one hundred gold certificates this year, almost doubling the previous year.

This year, Children's Book Week was underpinned by the theme, "Reading is my secret power". Library programs K–4 focused on the shortlisted books and a small range from the Notables list, across three categories. Riverbank hosted four author visits, with the amusing and entertaining Andrew Daddo, Mick Elliott, Sally Murphy and Deborah Abela, captivating the students with their stories and experiences as authors. Once again, Bedtime Stories took place for Kindergarten, with over 100 students and their families coming to the Library in the evening to enjoy stories with teachers and their parents.

Two Book Fairs with two separate vendors were held, providing students with the opportunity to purchase a greater range of quality literature. Our continued involvement in Book Club, plus the Book Fairs, were highly successful ventures, rewarding the Library with approximately \$6,000 in commission. Riverbank's Grandparent's Day took place during the Book Fair and hundreds of visitors to the school took the opportunity to purchase books, spending almost \$6000 on that day. Much of this money was used to diversify the Library collection with more international and multicultural picture books.

The Library also started a very successful Language Background Other Than English (LBOTE) collection, commencing with a collection of 99 titles in 30 different languages spoken in the school community. We also increased our Aboriginal and Torres Strait Islander (ATSI) collection, increasing from 60 to 80 books. In total, the Library increased its overall collection by 2225 books, with a loss rate of 1% for the year (loss rate includes books lost and/or damaged beyond repair).

Total spent on new books for the Library in 2019 was \$13,812 with money from the Library budget and from commissions used. 2019 saw an increase in Teacher Resourcing, spending a total of \$18000. Purchases were made for Professional Development in line with our school's implementation of Visible Learning, new Guided Readers, Atlases, Independent Reader Sets, Learning Posters and a new collection K–2 Literacy Resources which included a range of literacy hands on learning games. The additional SAO and teacher administration time was instrumental in accessioning these resources.

The Library provided two subscriptions to Storybox Library and World Books, used by teacher's across the school. World Books provided the staff with training on how to best utilise this resources, presenting at a Staff Meeting. Due to the size of the school, the Library has limited break times it can be open, so in 2019, the Library was open every day before and after school which was greatly appreciated by the community and the Stage 3 students.

Wellbeing at Riverbank Public School

Restorative Practices form the relational basis for Quality Teaching and Learning at Riverbank Public School. Our Restorative Practice framework, because of its explicit nature, offers a common language and practice capable of fostering healthy relationships. Student achievement is enhanced through Restorative values being embedded as a way of being and learning together. Our approach fosters individual responsibility and helps develop empathy. Inappropriate behaviour or choices and mistakes can be viewed as an opportunity for insight, learning and development in both the academic and social domains. The explicit framework is inextricably linked to the Quality Teaching Framework and includes the following sets of questions to be asked by children, teachers and parents.

When Things Go Wrong

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you may do to make things right?

When Someone Has Been Hurt

- What did you think when you realised what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do think needs to happen to make things right?

The process is empowering as it takes people from the past to the present and gives them hope for the future. It empowers the student to make things right and heal any harm that has been done. A restorative classroom setting is one that values dialogue through an inclusive approach where everyone expects to be heard. Through this participatory process, students develop the capacity to learn that emotions are an important and legitimate expression of healthy dialogue. This process helps students to deal with conflict, tensions and difference in respectful ways that engender trust

and foster healthy relationships.

Across the school, the values expressed in our Help Increase the Peace Keys; 'Expecting the best', 'Caring for others', 'Respect yourself', 'Think before reacting' and 'Working together for a non-violent way', offer a whole school approach to building relationships through communication, cooperation, trust building and conflict resolution.

