

RIVERTON PRIMARY SCHOOL



ANNUAL REPORT 2016



INTRODUCTION

It is with great pleasure that I present the 2016 Riverton Primary Campus Annual Report to our school community. The year was a milestone one for the campus, with our successful application for **Independent Public School (IPS)** status from 2017 and beyond. This important development resulted from a great deal of hard work with the support of the whole school community. The year ahead will involve our establishment of a new Business Plan for the whole campus as both the Riverton PS and the Riverton ESC work even more closely together to provide the best educational outcomes possible for our students.

Our Campus

Our school continues to cater for an increasingly diverse student population consisting of students from a great variety of cultural and language backgrounds, as well as working closely with those students enrolled at the ESC who have intellectual, physical and/or other disabilities that require specialized placement and teaching. The development of the ESC on site has provided many opportunities for students, staff and parents to explore inclusivity on our campus, with all the staff members on the campus having a shared vision and common experiences on the site.

In 2016, the Primary School employed a large number of staff members, including teaching and non-teaching staff. With an increase in the numbers of staff members working part time, the total number of teachers working at the school actually increased. Our workforce profile in 2016 was a dynamic mix of experienced, developing and graduate teachers.

Our school population consists of a wide range of nationalities represented by more than 40 countries. We value our multi-cultural population as the students bring with them a range of experiences that enrich our school culture. Over the past year, we again experienced an increasing number of students who qualify as English as An Additional Language or Dialect (EAL/D students. Consequently, in 2016, our EAL/D support program maintained three EAL teachers who worked with those students identified as requiring support. It continues to include a language based component to assist students with their mastery of English. Once again the Riverton ESC combined with the mainstream school to both integrate and support their students, whilst working together with the mainstream teachers to resource all our students effectively.

With such a blend and diverse variety of cultures, backgrounds and abilities, we work very hard to ensure that our school motto "**Achieve Together**" is paramount and reflects our planning and teaching.

Our Vision

Riverton Primary School is an inclusive, positive and caring learning community where reflective, innovative and effective staff members work together with committed and resilient students, supported by informed parents, to achieve excellent educational and social outcomes.



Student Attendance

Attendance at Riverton Primary School continues to be very high, reflecting the positive and supportive approach to education by the parents and the community, who value education very highly. The attendance in 2016 was above that of public schools across the state.

Year	School	Like Schools	WA Public Schools
2014	94.5%	94.6%	92.1%
2015	95.4%	95.2%	92.7%
2016	95.2%	95%	92.6%

Programs Offered



Western Australian Curriculum

Riverton Primary School offers the learning areas provided by the Western Australian Curriculum. Whilst the WA curriculum areas of English, Mathematics, Science and Physical & Health Education are well established at the school, focus in 2016 was on the newly created and phase 2 areas of Humanities and Social Science, in preparation for assessment in this area from Semester 1 in 2017.

Students at Educational Risk

A range of programs are in place to cater for all students at Riverton Campus. Students are identified and supported with specific learning programs where required. For those students identified as being at risk, these include: 1:1 daily reading with an Education Assistant, Cross setting and a home reading program. In addition, there were several individualised support programs for students in the school in the areas of literacy and numeracy. The research based program "Multi Lit" was introduced during 2016 and was used to further support and develop those students with literacy difficulties, with a focus on phonics and development of the language.

The continuation of the Protective Behaviours program and support materials aims to develop the skills students require to remain safe, recognise their own feelings and develop the child as a whole. The Deputy Principals work in close consultation with all stakeholders in the SAER team, including the School Psychologist and all members of the Admin team and alongside teachers in developing IEPs, BMPs, Risk Management and Care Plans.

Music

Riverton Primary Campus provides music to all the classes with a full time specialist Music teacher. In addition, the School of Instrumental Music (SIMS) provides specialist music teachers for a variety of instruments including violin, viola, trumpet, trombone, clarinet and flute. In 2016, our school orchestra was further developed with weekly lessons and practice on site. As part of our growing musical tradition, we had very active school junior and senior choirs that again performed during 2016, including appearances at competitions at Melville Civic Centre, the University of Western Australia and in the "Western Australian Government Schools Sing" program at Crown Theatre in Perth.

Physical Education

Our campus has a well-established and increasingly diverse program in physical activity and sport, demonstrated by the provision of a specialist physical education teacher who takes all the classes for physical activity and organised sport. Our students are actively involved in a number of team and individuals sports and represent the school in a variety of events, including interschool athletics and cross country carnivals. In addition, our students participate and compete in basketball, rugby, soccer, football and netball fixtures and lightning carnivals. The Sporting Schools program, funded by the Australian Government, continued to be run at the campus after school in 2016. Building on increased participation, we continued with teams in interschool tennis, girls' soccer and girls' AFL teams, who competed in a number of lightning carnivals and competitions. Our involvement in Tennis programs at a school level and beyond continued to grow. Cognisant of the need to address physical activity as early as possible, we introduced before school sporting programs to our early childhood students.

Academically Gifted Programs

Throughout the year, a large and significant number of Year 5 and 6 students from Riverton Primary School attended a variety of specialist courses as part of their inclusion in the region wide Primary Extension and Academic Course (PEAC) program. At a school level, we plan to expand on this type of program in 2017 and include a science enrichment course for identified talented students, thereby keeping our focus on the STEM area.

Values and Behaviour

Riverton Primary Campus bases its behaviour and values on our “Six Kinds of Best” program that correlates with the values we hold as important. The key messages of the program are included below:

- ✚ I am one of a kind
- ✚ I am kind to others
- ✚ I am kind to the environment
- ✚ I am the learning kind
- ✚ I am the achieving kind
- ✚ I am the community kind



Behaviour Management is based on the “1, 2 3 Magic” system and is used in classrooms throughout the school. Students at Riverton Primary Campus generally behave in an exemplary fashion and as a result there have been very few incidences of serious misbehaviour. Moreover, the feedback we receive from campsites and other sites who host our excursions is always complimentary and positive, further highlighting the outstanding behaviour of the Riverton students. A system of awards, centred on student demonstration n of the six kinds of best, is provided through regular assemblies at which the values are noted and consolidated.

Technology

In a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with technology, young people need to be highly skilled in its use. Consequently, the effective use of technology by the students as both a learning tool and as a skill is a priority across the school in 2016 and beyond.

Riverton Primary continued to implement a number of strategies to increase the diverse range of technology available to assist student learning. In 2016, the wireless system throughout the campus was updated and upgraded in the SO4 program. This meant improved networking across the school.

The strategic planning in the technology area included ensuring a greater number of available technology units to our students by increasing numbers of laptop computers, iPads and other materials for students across the campus. In addition, many new educational programs were introduced and the staff members were provided with a number of professional learning opportunities. We also provided an “expert” teacher with a day a week to help identify any issues, model IT use in classrooms and build the capacity of our teachers in this area.

In 2017, the introduction of the new Digital Technologies course will present challenges and opportunities for the classes, with assessment of this learning area to begin in 2018.



Early Learning Environment Importance

Riverton Primary School plans and establishes positive, vibrant and challenging intellectual, social and emotional and physical environments that promote a sense of wonder, curiosity and imagination and support risk-taking within a safe and inclusive context. The Early Childhood environment supports multi-modal learning with concrete materials. The school has focused on a nature based play approach to encourage students to become independent, creative learners.



Improved Playing Space and Minor Works

In 2016, as part of the early childhood planning and as part of the response to the National Quality Standards audit, the Riverton Campus remodelled and rebuilt the Year 1 play areas to better and more effectively meet the needs of the students. An outside kitchen, bike track, cubby, eating area, buddy benches and adventure zone improved the opportunities for younger students from both the mainstream school and the Education Support Centre.

The construction of new tennis, basketball and netball courts in September 2016 after two (2) years in the making created a wonderful, purposeful and effective area for our students. The courts, constructed on the oval after the loss of our old courts to the new ECE buildings in 2014, were immediately used and included in our busy physical education program. They quickly became a focal point for student activity and will undoubtedly contribute to an improvement in the aforementioned sports, giving students an opportunity to use top level facilities.

Kitchen Garden

Our kitchen garden initiative continues to be enhanced. It strongly supports the sustainability focus outlined in the Australian Curriculum and is a valuable learning tool for students. Our garden plots continued to produce foods for the students to cook and for the canteen to use in their daily menu.



Rainbows

The Rainbows program assists in maintaining the pastoral care in our school. It is designed to provide support and healing for children who are grieving a death, divorce or any other transition in their family life. In 2016, our two trained facilitators implemented the program. The program operated three groups which included identified students across the school from Year 3 to Year 6.

SCHOOL PRIORITIES AND THE PLANNING PROCESS

Phases of Development teams again operated throughout the school, meeting regularly during each term. The focus has again been on working collaboratively through the analysis and interrogation of evidence, strategies and planning documents to assist in improving school performance. NAPLAN results, on entry testing and other relevant pieces of school based student data were analysed and planning for improvement undertaken in these groups. A central focus in 2016 was the development of more effective Operational Plans, as well as the staged implementation of the Western Australian Curriculum.

In 2016, the students in Pre Primary underwent the mandatory “on entry” testing regime to assist in early identification of any learning issues. This information was used to plan effective learning programs for the students, focusing on areas needing early intervention.

The school priority areas are decided after an extensive review of our performance and involve the staff and school council. Other information sources and decision making processes that have influenced the school priority areas are:

- Department of Education priorities
- Semester and other school results
- Needs assessment audit with the staff
- Individual Education Plans
- NAPLAN and On Entry testing

Based on our **Strategic Plan for 2015 - 2018** for the Riverton Primary School that was completed in Semester 2 2015, and based on our annual interrogation of the data, our school priorities for 2016 included:

- ✚ *Early Childhood Education*
- ✚ *Literacy – Reading*
- ✚ *Numeracy – Problem Solving*
- ✚ *Information Technology*
- ✚ *Physical and Mental well being*
- ✚ *Professional Learning Culture/Quality teaching*

Independent Public School Status

In 2016, our campus and community underwent the process of applying for Independent Public School status, involving a great deal of consultation, discussion and planning, underpinned by our attendance at a number of development days held for prospective schools applying to become IPS. Endorsed overwhelmingly by 98% of the staff members and over 90% of the community, we were successful in gaining that status for the beginning of 2017.

As a result, work began in late 2016 on the vision, beliefs and priorities for our school, and the preparation of a new Business Plan for 2017 and beyond. In addition, a new School Board with amended operating guidelines was formed with accompanying elections for both parents and staff members.



Student Achievement

Riverton Primary School collects data about student achievement from a number of sources. Detailed individual information was provided in End of Year reports to parents. The school reported to parents using the Department of Education standard report format in 2016.

The information below describes the school performance in a number of areas, with some information reporting on school performance over time, identifying any trends.

NAPLAN Results in 2016

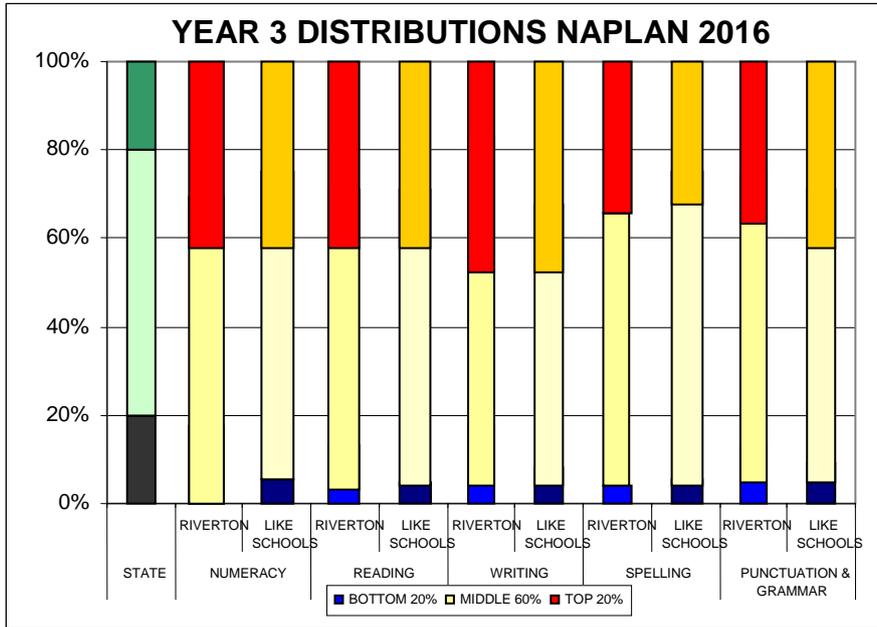
Percentage of students at or above the National Minimum Standard

Year Group	Numeracy	Reading	Writing	Spelling	Punctuation & Grammar
Year 3	100	100	100	98	100
Year 5	97	96	98	99	100

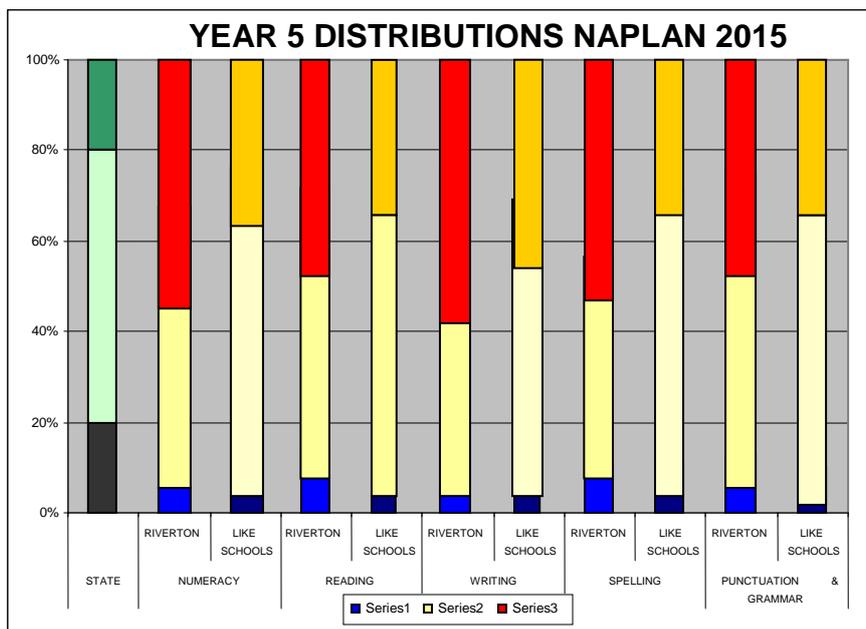
When considering the number of our students who achieve at or above the national minimum standard, it is pleasing to note the results in the table above for the 2016 NAPLAN program.



The percentage graphs below provide a sense of relative performance by allowing comparison of the school's NAPLAN performance for a selected test area (Numeracy, Reading, Writing, Spelling or Punctuation & Grammar) and Year level (3, 5 & 7), with that of the State and the school's Like-School group. The graphs demonstrate the percentage of Riverton students in the top 20 % of the state, the middle 60% of the state and in the bottom 20 % of the state compared directly with like schools.



The red areas indicate the percentage of students in the top bands compared to dark yellow (like schools) and dark green (state). Riverton Primary students performed at a pleasing level in 2016 with very large numbers of students achieving in the top 20% of the state. **Year 3 students** achieved **strong results** in most areas, with a large percentage of the cohort scoring results in the top 20% of the state, above those of “like schools”. Very few students performed in the bottom 20%. Whilst particularly strong in **numeracy** (where 43% of the students performed in the top 20% of our state and no students performed in the bottom 20%) and **writing** (with 47% of our students in the top 20%), the **reading** performance was much improved, with 41% of our students scoring in the top 20% of the state and only 2% in the bottom 20%, and was very similar to the like school figures. Our students performed strongly again in spelling (with 36% of the students in the top bracket), with our distribution higher than that of like schools whilst the **grammar** results distribution was slightly below the performance of “like schools”. There was a similar result in our **writing**, despite an **improvement** in this area. Student performance in **punctuation & grammar** was pleasing. The improved performance in the areas of reading and writing highlight our recent focus on these areas in 2015 and 2016. We will continue our focus on the area of **reading** and also in grammar in 2017.

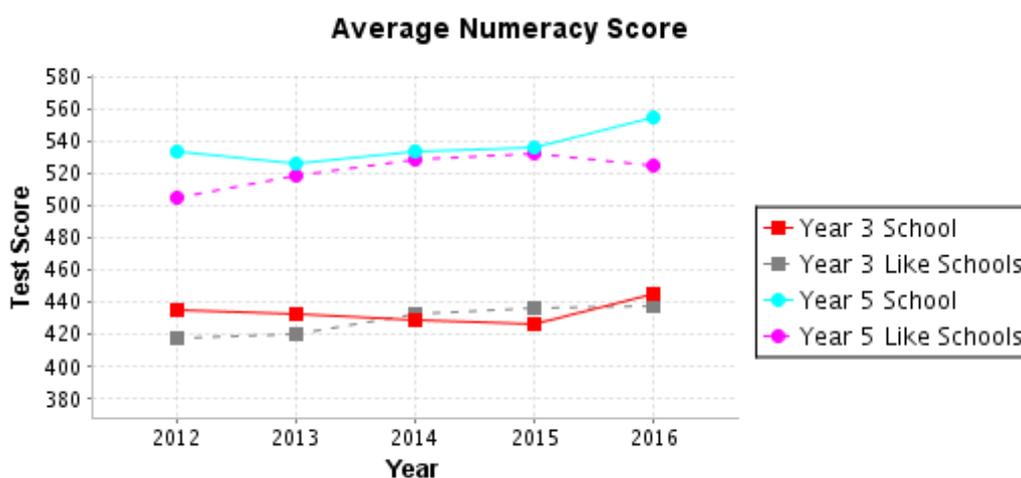


The performance of the **Year 5** students was again excellent in **numeracy** in 2016, with 56% of students in the top 20% of the state's students. This was clearly well above the "like schools" performance and similarly, the student performance in **reading** was much improved with 47% of students in the top 20% of students in the state. This was well above the like schools' scores and distribution, and reflects our recent focus on reading. Only 1% of our students were in the lower distribution. An **outstanding** performance in **writing** was noted with a huge improvement in our writing performance, with 59% of our students in the top 20% of the state, compared to a lower number in like schools. Again, this is indicative of our focus on writing in 2015 and 2016. The **spelling** results were excellent and showed great improvement, with 53% of our students in the top 20% of the state, well above that of like schools. Similarly, our **grammar** results indicated 47% of our students in the top bracket, compared to 34% of students in like schools. Overall, the Year 5 results were very strong and an improvement on recent years.

Trends in student Performance in Comparison to "Like Schools"

The line graphs below indicate the performance (as measured by the mean test score) by Riverton students in WALNA and NAPLAN reading and numeracy tests, compared to those of students in other "like" schools over the period from 2012 to 2016.

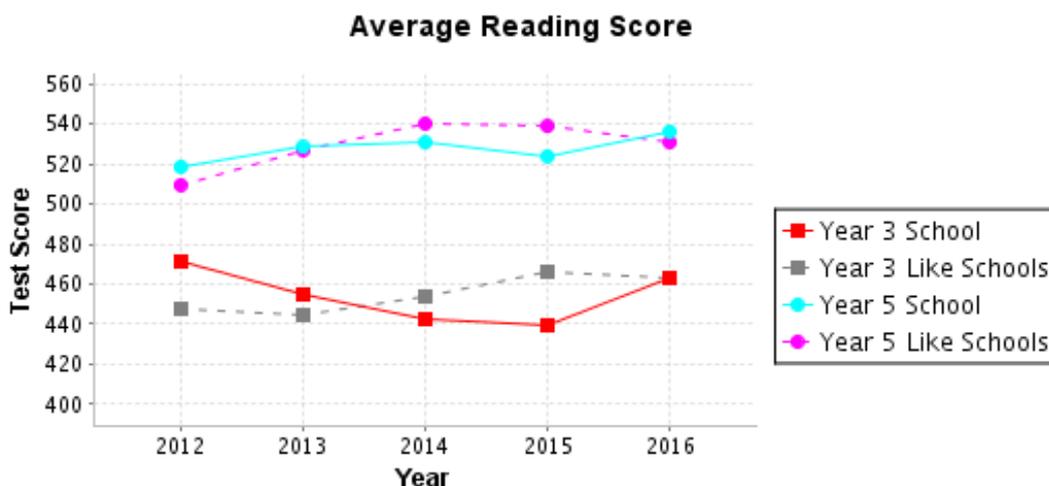
Numeracy



Numeracy Analysis

Performance in **numeracy** has been **improving** over time with students in **Year 5** achieving results above or at the level of "like schools" from 2012 to 2016. There has been an overall improvement in student performance in Year 5 over the past 4 years, including a stronger performance in 2016, with the results being clearly above like schools. The performance of Year 3 students has remained consistent over the past four years and remains similar to that of "like schools". However, it is pleasing to see an improvement in 2016, rather than a "levelling" out of performance.

Reading

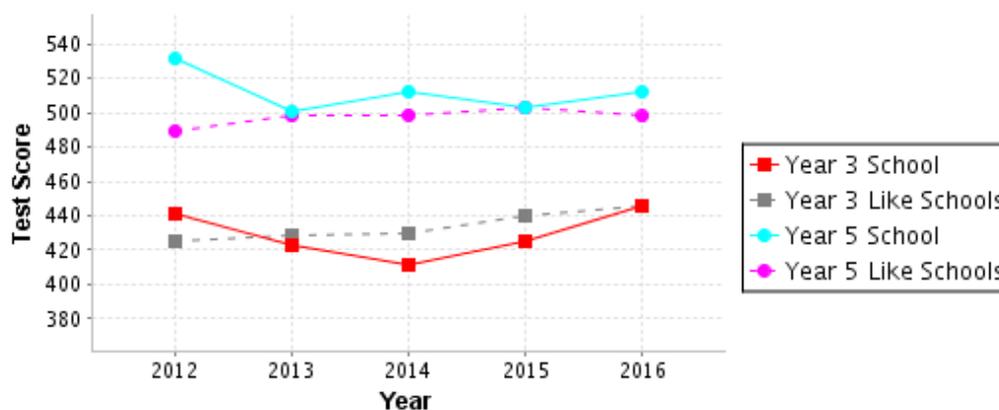


Reading Analysis

The data indicates an overall **improvement** in student performance over the past 4 years (2012 to 2016) in the **Year 5** cohort, with a slightly upward trend. There has been a “levelling out” of average scores from 2013 to 2015 and an improvement in performance in 2016. The Year 6 reading performance in 2016, improved to be just above that of like schools. This is a reflection of the fact that **reading** was a **focus** area in 2016 and has been further interrogated. The **Year 3** student performance has been inconsistent and clearly, in comparison to like schools, **declined** slightly from 2012 to 2015. However, the school wide focus on reading in 2016 has resulted in a much improved performance in reading, with the performance equal to that of the like schools. Whilst these most recent Year 3 results are pleasing, the school will continue to review them and develop our whole school literacy plan **targeted** at improving the **reading** skills of the students.

Writing

Average Writing Score

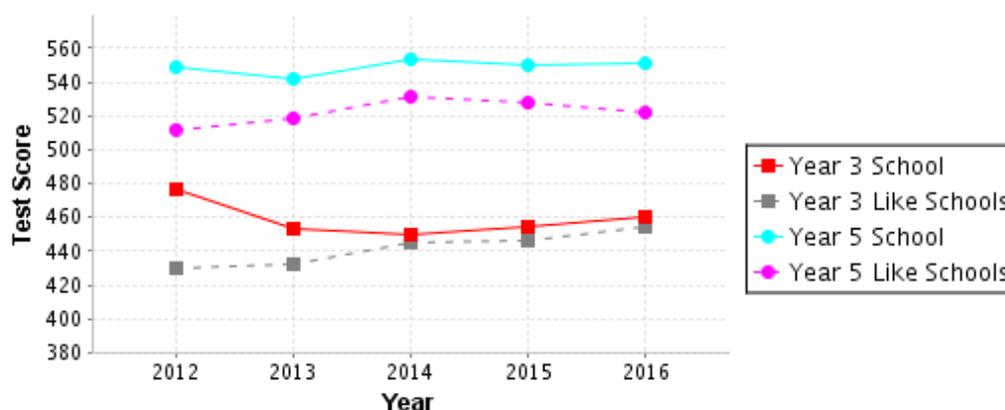


Writing Analysis

Whilst the **writing** scores in **Year 5** were comparable to that of “like schools” in 2015, there was a much improved performance in 2016, with the scores above that of like schools. The Year 5 performance **trend** has been relatively **steady** since 2013, with a slight improvement in result from 2015 to 2016. The latest result is indicative of the school focus on **writing** in 2015 and 2016. The Year 3 performance in **writing** has **steadily improved** from **2014** to **2016**, due to a focus on writing in the school over that period. Whilst the performance in 2016 was certainly comparative to that of “like schools” in 2016, the improvement in the writing performance was clearly evident, and will continue to be maintained as a focus into the future.

Spelling

Average Spelling Score



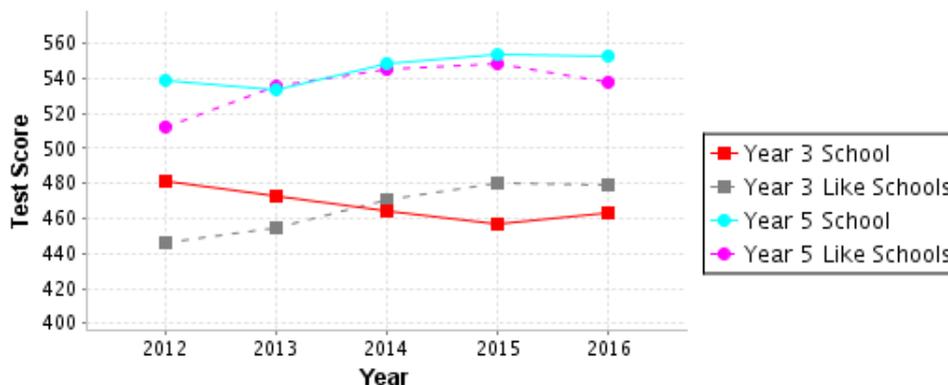
Spelling Analysis

The **spelling** scores indicate that Riverton Primary students continue to perform **well above** “like schools”. Over the past five years, the trend for Year 5 students tested is a steady one, with an overall excellent and strong performance. This is particularly pleasing. In particular, the **Year 5** performance in 2016 was **well above** that of

“like schools” whilst the 2016 Year 3 performance was slightly improved on 2015 and was slightly above the “like schools” performance. This is a pleasing performance by our students and the trends are steady or improved. .

Grammar and Punctuation

Average Grammar & Punctuation Score



Grammar and Punctuation Analysis

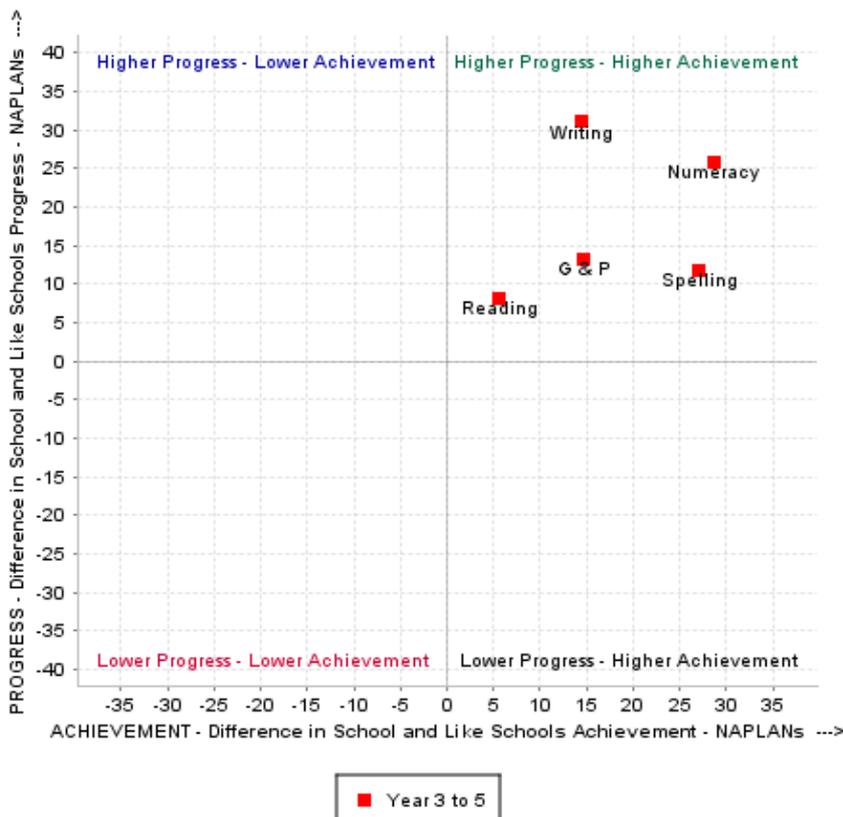
Over the past five years, the **Year 5** students’ performance in Punctuation and Grammar has **improved steadily**, with the trend being a clearly upward movement from 2012 to 2016. This is a pleasing result. Whilst the Year 5 performance was similar to that from 2015, the 2016 cohort average scores were above that of “like schools”. The trend of **decline** in performance of the year 3 students from 2012 to 2015 was improved with a better performance in 2016. A **focus** on this area in the language development program of the younger students will need to continue in 2017 through **early intervention** to ensure that this area can continue to improve.

Progress and Achievement

The graph below represents the progress and achievement of the Year 3 and 5 cohorts (measured in NAPLAN scores) as they progressed from Year 3 in 2014 to Year 5 in 2016. Achievement is measured left to right and the progress is measured vertically, from bottom to top. The achievement and progress of “like schools” are indicated by the bold line. Comparison to that may place the cohorts to the left or right, or above and below. These form “quadrants”.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2014 to Year 5 2016



Analysis of Progress and Achievement

The graph of progress and achievement clearly indicates that student achievement and progress across all NAPLAN areas is clearly above that of “like schools”. **Writing** and **numeracy** particularly indicate high progress, combined with high achievement in the testing, whilst **reading** scores also indicate pleasing progress. The achievement in all areas is above that of like schools whilst the **spelling** and numeracy scores indicate very high achievement. It is pleasing for the school that all the NAPLAN areas are placed in the quadrant that is positive for both progress and achievement.

Proposed Action for 2017

Based on an analysis of specific data from NAPLAN 2016 tests, school based assessment information and other material, the school has made specific targets for 2017 in the areas of both literacy and numeracy.

Having analysed and adjusted the School Strategic Plan in 2016, further development in these areas to complement the continued **implementation** and **consolidation** of the *Western Australian Curriculum* were undertaken. In 2016, the whole school *Literacy and Numeracy Operational Plans* were reviewed and adjusted to meet the identified areas of need, specifically with a focus on reading comprehension and problem solving. In 2016, the students in Years 4 and 6 were assessed using NAPLAN materials to assess their progress over the past 12 months and identify any issues. This will continue in 2017, with an expansion of school wide data collection to better provide evidence upon which to plan.

Specifically, the following proposals have been made for 2017.

Reading

- ✚ Develop an up to date school wide English Operational Plan
- ✚ All classrooms to have common approach to “**intentional**” and “**explicit**” teaching
- ✚ Continue to implement a range of reading strategies from the whole school literacy plan.
- ✚ Specifically target whole school reading strategies such as guided and cooperative reading across all classrooms.
- ✚ Use of common reading strategies and “literacy block” time across all classes with focus on phonetic awareness
- ✚ Continue with “early intervention” strategies for identified students in PP to Year 2, using on entry testing and other materials
- ✚ Implementation and trial of the “**Words, Fun Grammar**” language program in the **Kindergarten** in 2017
- ✚ Continue with successful reading programs and strategies (readings eggs, Bug Club etc.)
- ✚ Focus specifically on reading **comprehension strategies** across all primary areas, considering context and the levels of questioning
- ✚ Specifically target reading strategies for identified EAL/D students

Spelling and Language Conventions

- ✚ Teachers continue to use successful strategies and approach to 1st Step strategies and the Diana Rigg approach to teaching spelling.
- ✚ Teachers to explicitly introduce and teach rules and concepts as outlined in the **whole school literacy plan**.

Writing

- ✚ Establish and implement clear writing strategies from the Whole School Literacy Plan
- ✚ Trial and implement “**Brightpath**” as a tool for assessing writing
- ✚ Target identified weaknesses and areas of concern in writing across the school
- ✚ Focus on establishment of writing skills using technology across the classes
- ✚ Focus on support for EAL students in early years of writing
- ✚ Collaborative teams to plan and implement common writing tasks for moderation

Numeracy

- ✚ Develop and implement a new Operational Plan for Maths in 2017 with a focus on problem solving and written mathematics (maths literacy)
- ✚ All classrooms to have common approach to “intentional” learning
- ✚ Introduce the “**Prime Maths**” program and materials across the school in 2017.
- ✚ Continue to use “**Maths Tracker**” as a monitoring tool across the school to assist in planning
- ✚ Implement a school wide focus on “problem solving” across all year groups
- ✚ Focus on identified students in Years 1 & 2 to ensure early intervention to improve outcomes

Languages (Japanese)

In the Languages (Japanese) learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through Languages, students are also able to further develop their skills and understandings in English and of literacy in general.

At Riverton PS, Japanese is taught to students from Years 3 – 6 for 60 minutes per week, focusing on listening and speaking, viewing and reading, writing and cultural understandings. Besides learning simple vocabulary and the basic hiragana characters (Japanese alphabet), students learn about various festivals, everyday life in Japan and contemporary issues. Students use iPads and laptops to build vocabulary, record speeches and to practice Japanese writing and reading skills.

Other special Japanese events in 2016 included

- Language Perfect World Championships (35 individual awards and came 1st place in the JLTAWA division)
- JLTAWA Calligraphy competition
- Year 6 assembly performance based on the 2020 Tokyo Olympics
- 2 groups of Japanese students visit the school this year. 10 Year 6 students from Gunma Kokusai Academy join our classes for 18 days each year. Year 10 students from Nishi Himeji SHS visit for one day while on exchange to Rossmoyne SHS. A group of Year 11 boys from a Tokyo High School were visiting Curtin University and joined the Year 3 classes for an afternoon of origami and games
- Planning and fund raising for a Japanese garden to be built in the courtyard adjacent to the Japanese classroom in 2017.



Photos, videos and a range of student work are shared with the school community via the newsletter, school website, and Sensei's webpage, assemblies, classroom and office displays and on Parent Open Night. There is a high level of enthusiasm and academic achievement in Japanese by the majority of Riverton Primary school students.

The Arts – Music

In 2016 the Riverton Primary Campus music program focused on developing music skills in the children while maintaining a love of music and integrating all campus students.

Throughout 2016 our school instrumental music program continued with violin and viola from years 3-6, cello for year 4-5 and flute, clarinet and brass for year 6. We also continued our string ensemble in 2016.

The school ran two choirs. A Junior Choir consisting of 50 students and a Senior Choir with over 40 participants. They performed at Singfest, the Crown Theatre, school assemblies and for the aged at Christmas at a local retirement village and the Children Sing festival at U.W.A.

Rivo's Got Talent was held in term 4. It's a very popular talent show where children demonstrate their excellent individual musical talents.

Music technology is a focus with both the interactive whiteboard and i-pads being important tools.



Physical Education

The main objectives of the Physical Education program at Riverton Primary Campus are:

1. To improve the physical skills of the children (Physical Literacy).
2. To develop a love of physical movement within the children.
3. To emphasise the importance of fair play and sportsmanship.
4. To improve the physical fitness levels of the children.
5. To participate competitively in inter-school competitions.
6. To instil in the children that the way a game is played is far more important than the outcome of the game.
7. To increase the activity level of students who tend to be mainly sedentary.

We aim to achieve these objectives by providing a quality sporting program. A major part of this is exposing the children to a large variety of sports and games.



In 2016, the sports included in the program were: Tennis, Volleyball, Soccer, Tee-ball, Football, Cricket, Basketball, Netball, Zumba/Just Dance, Jump Jam (Aerobics), Cross Country Running, Athletics, Handball, Ultimate Frisbee, Floorball, Hockey, Dodgeball, League Tag (modified Rugby League) and Table Tennis.

Other programs during the year included: a two week swimming program and an Edu-Dance program conducted throughout Term 1 for students in PP-Year 5. The Year 6 students were taught dancing in Term 4 in preparation for their graduation dinner and dance night.

The Year 1 - Year 3 students were provided with learning experiences focussed on fundamental movement skills such as catching, throwing, running and balancing and were taught in a fun, game orientated format.

The Year 4 students were introduced to modified games like soccer, netball, hockey and football, whilst continuing to build on their movement competencies.

The Year 5 and 6 students continued their work in modified game experiences for the major sports and some progressed to playing more competitive games against other schools. At all times fun, participation and enjoyment were emphasized - not winning or losing.

In 2016, Riverton participated in the following Inter-school carnivals: Tennis, Basketball, League Tag, Football (AFL), Netball, Hockey, Soccer, Cross Country (x2), Athletics (x2) and Cricket.

We achieved very good results in the inter-school competitions and aim to continue this trend by providing extra practice for our highly skilled students (during recess/lunchtimes). These sessions are aimed to improve skill level and tactical knowledge of the games.

In 2016, our school's sporting achievements included: 2x Girls AFL Freo Dockers Cup winners, Meritorious Shield winners (Cross Country), Team Games Shield and Meritorious Shield winners (Athletics) and both the boys and girls Cricket Shield winners. Our girls' soccer team and our A division league tag teams both made the State Finals.

Riverton PS continued to be a part of the Sporting Schools Program. Specialist coaches were brought in to run the sessions. The sports selected were Basketball, Netball, Athletics, Soccer and Hockey.

With these successes, we believe we are achieving the goals of the Physical Education program.

English as an Additional Language/Dialect (EAL/D)

English As An Additional Language

The Riverton Cell was established in 2009 and is situated on the Riverton Primary Campus. It is a diverse Cell with 33 different language groups being represented. **The total number of EAL students** on the program at the end of 2016, including students from Kindergarten and Pre-Primary, was **188**. From this time last year, the numbers have grown by 40 students.

The EAL staffing allocation remained the same in 2016. The support timetable was adapted to target specific needs of the EAL students at the school from Kindergarten to Year 6. The EAL team were given dedicated learning phases to focus on with some overlap.

EAL/D student information is evaluated and updated a minimum of twice a year so accurate data is available at Census time. This information is important to gain valuable funding at the beginning of the year and to ensure those EAL/D students with the greatest need are catered for.

The "needs" of the EAL students on the EAL program continued to be monitored and assessed by EAL and mainstream staff to cater for new students arriving though out the year.

EAL/D students on the EAL program are leveled using the EAL/D Progress Map twice a year. Those students who receive a 'D' or below in their semester report also receive a report using the Progress Map Levels. All students on the EAL Program are assessed using the Progress Map Levels in collaboration with mainstream staff. Those levels are recorded on the EAL Matrix.

Early Years Program:

Letters and Sounds

The Kindy and Pre Primary students have been working with letters and sounds. In addition the many resources in the EAL room have provided a rich collection of games and activities that increase vocabulary and provided students with fun activities to increase their vocabulary. The Kindy focus has been on speaking and listening and students come to the EAL room in small class groups.

Pre Primary initially came to the EAL room in class groups with the focus in first Semester One on speaking and listening. Students worked with the Stage one and stage two letters and sounds strategies and resources. In Semester two students were grouped by ability with the additional focus of reading and writing.

I-Pads: In 2016 the use of the Seesaw App on the I-Pads was used to record the students' work. This was then used for assessment and reporting as well as a self-reflection tool for the students. Additionally I-Pads were used to implement A-Z Reading books and simple comprehension quizzes that children could read and complete independently in class.

Writing:

Senior groups - continued use of weekly stimulus writing, from a quote or picture. This was followed by sharing and discussion of different grammar focus. Explicit understanding of compound and complex sentences was taught and students practise writing these. An emphasis was also placed on developing emotive and descriptive writing.

Year 1 – A focus on building simple sentences. Word families are also explored at the beginning of the year. A focus on tense in Speaking and Listening was maintained, whilst answering and forming Who, What, Where, Why and How questions was completed in 2016. This was done through activities and board games. Activities and assessment on basic retell skills were used in 2016. In addition, a thorough study and consolidation in comprehension at both a literal and inferential level of questioning was undertaken.

Reading:

Senior Groups – The cooperative reading strategy was implemented using the 4 roles of the reader, code breaker, text analyst, text illustrator and text participant. Each week the students read a chosen set of pages of the book and wrote questions based on the role assigned them for homework. These questions were then discussed, answered and recorded in Seesaw during class time. Students also read aloud a chosen passage they had pre-read. During class, the teacher also modelled reading and how to think about the different roles.

Year 1 – Students read stories that can be decoded based on simple word families using A-Z website. A focus on first sounds, end sounds and rhyming was used, implementing the technology of A Sound Way Program.

Those students selected to participate in the EAL/D program for 2016 were evaluated according to their EAL/D Progress Map Level. Those students, level 4 and below, across all four modes were accommodated. Whether the support received was one-to-one, in a small group setting or within the mainstream classroom depended on other EAL students within the same class and the requests by the mainstream teacher. Those students who were above level 4 across all modes, but still on the EAL program continued to be assessed using the Progress Maps to monitor and ensure progress was being made.

At the beginning of the year, a great deal of time was given to timetabling and allocating EAL support time for 3 specialist teachers across 21 mainstream classrooms. This was to ensure that potential disruptions to school programs were kept to a minimum. At times during the year, due to new arrivals and departures of EAL students, those timetables changed. Again, this was always kept to a minimum.

At the beginning of the year, once EAL support time was allocated to students and classrooms, EAL staff, in collaboration with mainstream teachers; discussed, evaluated and the most efficient teaching model for the students in their specific classroom was planned. The support on offer was one-to-one, specific small group lessons, parallel lessons or team-teaching within the mainstream classroom. At times it was a combination of support types as flexible teaching ensured students were gaining the best learning experience on offer.

Cultural Club:

Each week a group of students came together and learnt about a chosen culture. This happened at lunchtime. Where possible a parent from the school planned activities that enabled them to share some of their home culture with the students. This included making flags, cooking, and mapping, learning dances, learning some language, craft activities and more! When parents were unable to come activities were planned by the EAL/D teachers.

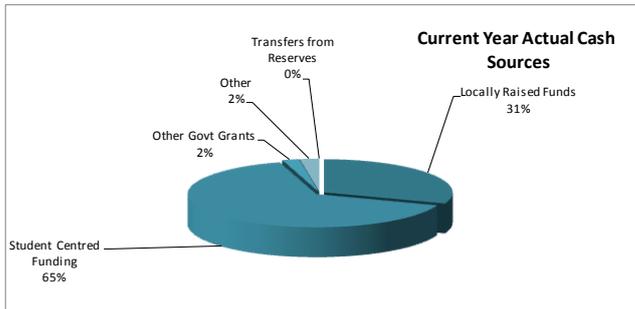
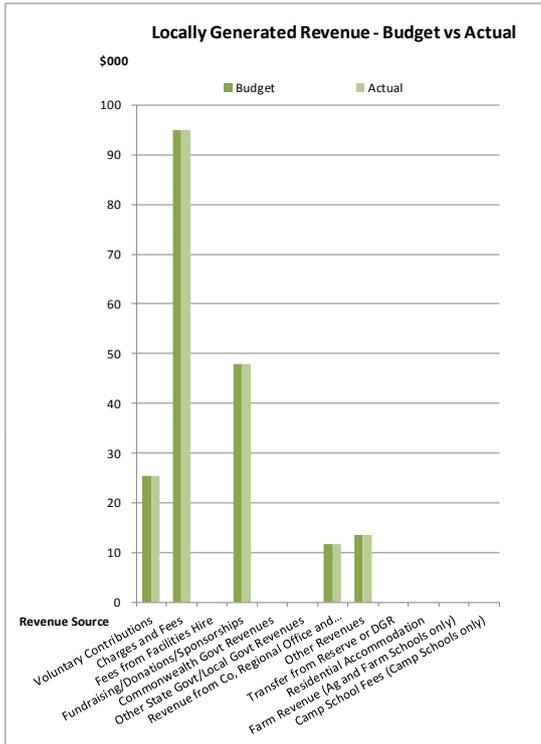
Harmony Day 2016

Harmony Day 2016 was a big success. The artwork of painted rocks in the word Harmony is now hanging in the Year 1 area of the school. The students all enjoyed painting their rock and being a part of the artwork. On the actual day we had a show called Paint Storm by Phil Doncon. It focused on resilience. The children were able to participate in this energetic performance. We invited all the parents in for our Harmony Day picnic and a cross cultural meal was provided by the canteen.

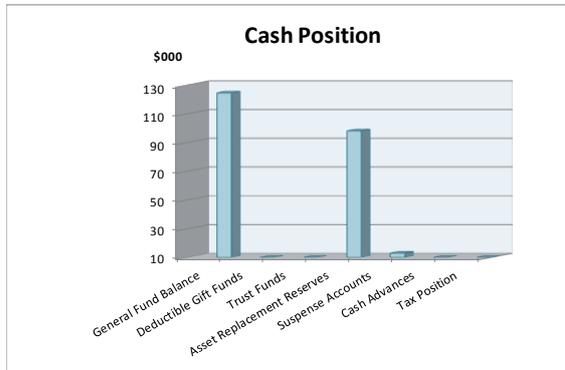
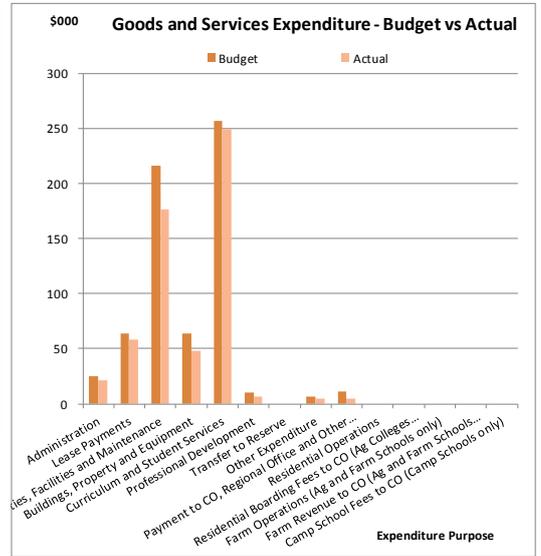


Riverton Primary School
Financial Summary as at
31 December 2016

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 25,397.00	\$ 25,397.30
2	Charges and Fees	\$ 94,996.00	\$ 94,996.38
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 47,992.00	\$ 47,993.02
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 11,697.00	\$ 11,696.53
8	Other Revenues	\$ 13,623.00	\$ 13,618.61
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 193,705.00	\$ 193,701.84
Opening Balance		\$ 140,385.00	\$ 140,384.78
Student Centred Funding		\$ 358,356.00	\$ 358,355.80
Total Cash Funds Available		\$ 692,446.00	\$ 692,442.42
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 692,446.00	\$ 692,442.42



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 24,920.50	\$ 21,498.53
2	Lease Payments	\$ 63,795.00	\$ 57,794.73
3	Utilities, Facilities and Maintenance	\$ 215,714.00	\$ 176,690.15
4	Buildings, Property and Equipment	\$ 64,116.00	\$ 47,750.22
5	Curriculum and Student Services	\$ 256,330.00	\$ 248,965.12
6	Professional Development	\$ 10,000.00	\$ 6,019.62
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,053.00	\$ 4,450.86
9	Payment to CO, Regional Office and Other Schools	\$ 10,834.00	\$ 4,802.51
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 651,762.50	\$ 567,971.74
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 651,762.50	\$ 567,971.74
Cash Budget Variance		\$ 40,683.50	



Cash Position as at:		
Bank Balance	\$	227,918.55
Made up of:	\$	-
1 General Fund Balance	\$	124,470.68
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	97,979.03
5 Suspense Accounts	\$	12,912.84
6 Cash Advances	\$	400.00
7 Tax Position	\$	7,044.00
Total Bank Balance	\$	227,918.55

Parent and Staff Satisfaction

Staff morale and satisfaction continues to be at a high level at Riverton Primary Campus. The staff group consists of a number of experienced and long serving staff members as well as a number of relatively less experienced staff members who demonstrate both a passion and a commitment to their students. This dynamic blend of teachers continues to provide excellence, experience and stability for the school. As a consequence, we have a low staff turnover. This stability has been positive for the school. All the staff members continue to complete professional learning, both as a whole group and individually to develop their understandings and skills in our priority areas at the campus.

As part of the distributed leadership model at Riverton Primary School, all staff members are involved in school planning, collaborative planning teams and the initiation and implementation of programs across the school. These efforts reflect the staff members' commitment to the students at Riverton Primary Campus. Our Staff Charter developed in 2011 to guide the important behaviours at school represents the development of the culture of a learning community across our school. Moreover, with a school priority in 2016 being on the development of a professional learning culture, the establishment of peer observation and coaching practices has continued, providing initial opportunities for all our staff members to strive to improve for the benefit of our students.

Parents are actively involved in the campus, reflected in the high numbers of parents involved in:

- Riverton Campus P&C and School Council
- the preparation and hosting of a number of successful events at our school including the "Blossoms at Night" multicultural production
- attendance and involvement in special events such as Harmony Day
- attendance at regular events such as the ESL and ESC parent club meetings
- participation and attendance at assemblies, excursions, numerous sporting events and carnivals, both at school and at other venues

Enrolments for 2016 grew and again was indicative of the good reputation and desirability of our campus for parents contemplating enrolling their children at Riverton.

Official Survey

An extensive survey was undertaken in 2016, with very positive feedback received from both parents and staff members. Feedback received from parents in 2016 indicated a high level of support for the school, its programs and the teaching staff. Whilst all responses in the survey received positive and solid ratings, the key feedback from parents indicated

- The children like going to, and feel safe, secure and well cared for at Riverton Primary
- Parents can talk honestly and openly to teachers about their children's progress at school
- Teachers at Riverton expect each student to do their best
- Riverton Primary Campus operates effectively and is well led, providing an excellent and well balanced education program
- Parents would recommend this school to others

HIGHLIGHTS OF 2016

Term One

Harmony Day was enthusiastically celebrated at Riverton Primary Campus on the 22nd March. Leading up to Harmony Day the students were given the opportunity to paint a rock which then became part of a harmony mural set up at the front of the school. It looks fantastic.

The ever popular family picnic was held on the grassed area of the grounds and a great number of parents, extended family, friends and students came along dressed in traditional costumes and with a variety of multicultural food to share.

On the day before Harmony Day, the Riverton P&C organised a parent only Sri Lankan cooking class which was supported by the Office of Multicultural Interests and proved to be very popular.

The canteen organised a special menu for lunch which was eagerly ordered by many.

Harmony Day is always a great day for everyone at Riverton Primary Campus where we gather to celebrate the diversity of culture, food and language upon which our school community is based.

The PP-Year 5 students participated in a series of **Edu-dance** lessons which culminated in two entertaining, creative performances at the end of the term where students had the opportunity to demonstrate what they had

learnt. Both concerts were attended by a large number of parents and friends and the feedback was extremely positive.

The **GRIP Leadership Conference** was a highlight for our 12 Year 6 student leaders. The all-day conference was held at the Perth Convention Centre. The students, accompanied by two staff members, participated in many leadership activities which offered them a variety of skills to integrate into their leadership roles back at school. Following the conference, the students developed a Student Leader Charter to follow over the year.

In 2016 our school registered to participate in the **Sporting Schools Program**. The program is an initiative funded by the Australian Government to provide our students with the opportunity to access sport-based activities before, during or after school. The activities are organised by our PE specialist and his guest sports people with the focus being on participation, developing skills and fun. Throughout the year, the Sporting Schools program has also given us the opportunity to work more closely with sporting clubs in our community and access the large pool of talented sport coaches in our area.

Our Year 6 students participated in and enjoyed a camp at the **Point Peron Camp School**. The camp school provides a unique opportunity for students to develop knowledge and skills in a safe and relevant learning environment. The students participated in a wide variety of activities including team building games, beach activities and movie making. They certainly enjoyed their time away.



During **Epilepsy Awareness Week** some students went purple for the day in order to raise awareness of this neurological disorder and increase their understanding of epilepsy. Rooms were covered in purple streamers, students dressed in purple and made and decorated purple cupcakes. The students also completed a work book on epilepsy and were read some stories of children with this chronic illness which led to a deeper understanding of epilepsy and its impact on people's lives.

Students from our school were selected to represent Riverton Primary Campus in several **sporting events**. These included the girls AFL Freo Dockers Cup, the Cricket Carnival, the Olympic Hockey Day and League Tag. All events were a highlight for the students attending.

Term Two

The Canning District RSL invited our school to send two representatives to attend a service to commemorate **ANZAC Day** at the newly constructed district memorial. Our Head Boy and Head Girl participated in the march up to the memorial and were given the honour of laying a wreath on behalf of Riverton Primary Campus. At school we conducted our own Anzac Ceremony led by our Year 6 students who explained the service and outlined the meaning of the various symbols involved. They were well prepared and spoke clearly.

The **NAPLAN Assessment Program** was held early in the term to test Literacy and Numeracy skills in the Year 3, 5 and 7 areas. The teachers spent a considerable amount of time preparing our students for these tests so that they could perform at their personal best. The results were of a high standard.

The annual **Book Fair** was held in June. The library was transformed into a monster cave full of exciting books which were available for purchase. Parents positively supported the event and funds raised from sales went towards additional resources for our library to enhance learning programs.

In 2016 the Year 5&6 students continued with the online program for learning Japanese called **Language Perfect**. Student motivation was high and many excelled in the World Championship competition to the point that our school was rated as number one in the state. Our best achievers were presented with awards for their outstanding effort.

Our students participated in a **WA Football Commission Competition** to design our school AFL jumpers. One of our Year 6 students won the competition with her design for Riverton Primary and we were proud of her efforts. As well as four tickets to the Dockers game in Perth, the prize included a newly designed set of football jumpers for our school.

The senior students participated in the **Eagles Cup Competition** which commenced in Week 4. The competition included schools in our district and we were represented in football, soccer, netball and hockey with some good outcomes. The sporting commitments for the term culminated in the **Winter Carnival** which was enjoyed by all and with students demonstrating great sportsmanship.

Early in June, our teachers and education assistants attended the **Riverton Rossmoyne Network Conference** at Murdoch University. The keynote speaker was clinical psychologist Andrew Fuller who presented a workshop about effective brain based learning strategies.

To take our minds off the cold winter, the P&C organised a fun filled night of dancing and toe tapping with the Southern Cross Bush Band. The **Family Barn Dance** attracted many families from our school and also many of their friends. Tasty foods and drinks were available on the night as well as prizes for the best dressed family. A most enjoyable time was had by all.

To end our very busy term we held a **Pyjama Day** at school to raise funds for Starick House and the Mary Smith Centre for Safety and Wellbeing in order to support their very worthwhile programs. Both staff and students who participated had a fun filled day and contributed a significant amount to the cause.

Term Three

The theme for **Book Week** in 2016 was Australia, My Country.

This year for Book Week we worked in collaboration with the Riverton Public Library where classes were rostered to go over and participate in presentations by two talented authors, Jen Banyard and Chris Owen. We also enjoyed some whole school storytelling by the Principal over our public address system. The week culminated with a parade of book characters where students dressed up as their favourite character from their much loved books. We saw many wonderful costumes from staff and students. It was also an enjoyable event for parents who attended the parade.



On **Open Night** a large number of parents and families took the opportunity to come along to the school to view the displays in the classrooms. These were a representation of work completed by the students as part of their learning programs. There was also an opportunity to complete some activities with the students and enjoy food provided by the P&C. The feedback from parents was very positive and reflected our wonderful community and their willingness to attend school functions. It was a very successful evening.

In late August the Senior Choir performed at the Crown Theatre in the **Government Schools Music Festival**. This was an exciting opportunity for students to perform in a night time concert on a professional stage with professional sound and lighting. The evening was a great success and well supported by parents and friends.

Riverton students participated in the **Education Perfect-Science World Championships** and achieved exceptional results. This is particularly amazing as the content is aimed at Year 7-10 students. We had several general award winners and one Elite Award. The awards were presented at a school assembly. We are so proud of our students.

We held our **Faction Athletics Carnival** in Week 7 which was a very successful day. Great sportsmanship was demonstrated by all participants and the organisation was outstanding. Many parents and friends supported the event by their attendance.

We were lucky enough to have a visit from a large group of **Japanese secondary exchange** students from a private boys' school in Japan. They spent time working with our Japanese teacher and students where they completed some craft activities, including origami. It was a great opportunity for interaction with students from overseas.

Our talented students in the Riverton Orchestra performed at the **Western Australian School Orchestra Festival**. It was held at Churchlands Senior High School with both the Riverton Primary School Orchestra and the Riverton Primary School Advanced Ensemble appearing. Throughout the evening there was a great display of skills and talent on the stage.

At the **AFL Ambassadors Awards Evening**, our outstanding physical education teacher was a finalist in the "Women's AFL" ambassador category based on his work promoting and involving girls in the AFL in 2016 at Riverton Primary Campus. We are proud of his achievements and acknowledge his efforts in motivating and training the students.

In September we celebrated the **100th birthday of Roald Dahl**, a much loved author of children's books. To mark this occasion we invited students to dress up as a Roald Dahl character. The characters were brought to life through the famous author's stories. It was an enjoyable day remembering the popular author.

Term Four

Early in Term 4 our campus hosted the **Minister for Education**, Peter Collier MLC as he toured our school, meeting students and teachers. Our student leaders welcomed the minister and spoke to him about our school. The minister spent time looking at our newly appointed basketball courts and the new Early Childhood Centre. He concluded his visit by speaking to staff members in our Staff Room.



The **Interschool Athletics Carnival** was held in October. Our students, well supported by parents, friends and peers, performed extremely well and were successful in a number of areas. Riverton won the Meritorious Shield and the Team Games Shield. It was an excellent effort and the huge commitment in practising and developing skills in the weeks previous were rewarded.

The **Young Engineers Club** continued in 2016. The aim was to ignite the students' passion for science, technology, engineering and mathematics. The club was available to Yrs 2-6 and was very popular amongst our students. Weekly sessions demonstrated scientific principles and building/playing with a motorised LEGO model linked to those principles.

This term we celebrated the completed construction of our new multipurpose courts which have line markings for basketball, netball and tennis. A **Sports Expo Fun Day** was organised by our PE specialist for students from Years 1-6. Throughout the day students participated in enjoyable experiences across various sports and activities.

Our **"Rivo's Got Talent"** competition was held during lunchtimes in November. The students showcased their talents in a wide variety of areas including singing, dancing, instrumental music and gymnastics much to the delight of the enthusiastic crowd and judges who were very impressed.

Once again Nature Play Solutions organised our **Messy Mud Week** which certainly delighted our students. They had a wonderful time getting dirty, laughing, being creative and playing freely which is important, and the mud certainly provided a medium in which to do this. Everyone had a wonderful time.



In December our senior students attended a **chemistry show** at Murdoch University which was hosted by university graduates. They found the show both informative and entertaining.

The year finished on a high note with the **Presentation Assembly** and the Year 6 **Graduation Assembly**. Students were acknowledged for their achievements and the graduands received their certificates. The P&C hosted a morning tea for graduating students and their parents which culminated in the cutting of the graduation cake.

Destination and Enrolment Trends

Student enrolment numbers again increased in 2016. The growth in the kindergarten and pre-primary area of the last few years meant that the Year 1 numbers increased, thereby creating the need for another class. With continued excellent student performance, a supportive local community and a sustained reputation as a successful school with a safe learning environment, parents continue to seek enrolment for their children. As in recent years, the growing student population continues to be increasingly diverse with large numbers of EAL/D students. The clear challenge for our school in the future is to ensure that the increasing numbers of new students are managed and catered for, given their diverse needs and situations.

In 2016, 88 students from Year 6 graduated from Riverton Primary School and moved to secondary school. An extensive transition program enabled this process to be done relatively easily. Students graduating from Riverton Primary Campus move to a variety of almost exclusively government secondary schools.

Historically, our Year 6 students move to the local secondary government schools, and this trend was repeated in 2016. Rossmoyne SHS was the major destination, taking 84% of our students. Others went to six (6) other state secondary schools, mostly near our school. Several of our highly performing students were selected for entry into Perth Modern School, who took four students or 4.5% of the student group.

Summary

Riverton Primary Campus continues to experience substantial enrolment growth and provide an excellent education program, with a varied and balanced curriculum that challenges students and helps them achieve their potential in a caring and supportive setting. Results in NAPLAN and other systemic testing programs were in general outstanding, with our students again performing above those of other “like” schools.

Continued growth in numbers meant that every classroom and every available space continues to be utilised for our teaching program. The previous larger growth in the Early Childhood area has levelled and we now expect to see the resultant larger cohorts in middle and upper primary over the next few years. For this, we must plan accordingly and strategically to cater for the needs of students. Classroom space and numbers continue to present a challenge for us as we strive to widen and strengthen our curriculum offerings.

As part of the Riverton Primary Campus, our links with the Riverton ESC have continued to grow and mature, with inclusion and collaboration at the core of our operations on site. Sharing of expertise, resources, staff members and increased interactions between the students from both sites, either formally through timetabling or incidentally in our shared play areas, have highlighted and increased our students’ tolerance and empathy toward all their peers in our diverse learning community. Our School Council and School P&C group continues to represent both schools as the Riverton Primary Campus, illustrating the unique character of our school.

In 2016 we continued to ensure that our new early childhood areas provided a stimulating and safe outside learning environment for our students with an expansion and redevelopment of the Year 1 playground area. This has had very positive outcomes for all the students, increasing their creative play and reducing the amount of disruptive behaviour. These improvements were the second part of our plan to ensure that we can meet our vision for the early childhood area as well as comply with the National Quality Standards against which we are assessed. As a result of the improvements in that area, we improved our NQS assessment result.

Moreover, we continued to improve our physical education programs and increased the involvement of the students in our wide range of programs offered. The installation of our long awaited brand new multi-purpose playing courts on the oval have served to both stimulate and serve our growing sports and teams program.

The campus continued to be supported by a positive and involved community and parent body that assisted in a number of ways. Our hard working P&C continued to work cooperatively with the campus to raise much needed funds for our school’s growing population, whilst representing a committed and varied population of parents and families. Our School Council worked through the extensive selection process to prepare for our application to become an Independent Public School and were rewarded with the campus being awarded that status.

The challenge that lies before us in 2017 will be to continue to meet all the needs of our students in the context of the new “Western Australian Curriculum” and the increasing number of students who have English as an additional language. Our move to IPS status will bring some increased flexibility and also increased accountability as we strive to work closely with our local community to provide the best education we can to our students to ensure that they are well informed, confident and capable learners.