



ANNUAL REPORT

2020

Riverton Primary ESC

Website: rivertonprimary.wa.edu.au
Email: riverton.ps@education.wa.edu.au

Tel: 08 9237 2777
255 Corinthian Rd East,
Riverton WA 6148



TABLE OF CONTENTS

OUR VISION.....	3
OUR PURPOSE.....	4
OUR VALUES.....	5
OUR SCHOOL CONTEXT.....	6
STAFF AT RIVERTON ESC.....	7
WELCOME TO ROOM 19 AND ROOM 3.....	8
WELCOME TO ROOM 17.....	13
WELCOME TO ROOM 16.....	18
COMMUNICATION REPORT.....	22
HIGHLIGHTS.....	24
SCIENCE REPORT.....	29
IT REPORT.....	31
STUDENTS AT EDUCATIONAL RISK (S.A.E.R).....	32
BOARD REPORT.....	34
STAFF SURVEY.....	37
STUDENT SURVEY.....	40
PARENT SURVEY.....	45
PROFESSIONAL LEARNING SESSIONS.....	48
TRANSITION PROCESS.....	49
ATTENDANCE RISK CATEGORY ANALYSIS.....	50
LONGITUDINAL STUDENT ATTENDANCE DATA.....	51
FINANCIAL SUMMARY.....	52

OUR VISION

“Riverton Education Support Centre is an inclusive community where students work collaboratively in a rich learning environment to achieve their academic, social and emotional potential.”



OUR PURPOSE

We aim to foster an environment that is inclusive for all at our school.

We believe that providing opportunities for students to access all areas of the curriculum is a vital part of their learning and we value the development of students across extra-curricular activities.



OUR VALUES

Our School Values provide a strong foundation for building social responsibility and a sense of belonging through collaboration between student, family, school and the wider community. Our values link closely with those of the Department of Education. The ethos of our school is embedded in our values of Inclusion, Innovation, Excellence, Collaboration and Positivity.

Inclusion

We include, acknowledge and encourage all students from a variety of cultural and language backgrounds and academic ability. We celebrate diversity and difference across our community.

Excellence

We encourage excellence by supporting each student to persevere when challenged and strive to be the best they can be.

Collaboration

We value collaboration within our community. Students and staff work collaboratively with each other to achieve positive outcomes both inside and outside classrooms.

Innovation

Innovation is supported in our teaching and learning programs with highly effective teaching practice actively encouraged and positive risk taking from students supported.

Positivity

The physical and mental health of our students and staff members underpins our successful and effective learning programs. We value and develop the “whole” child and prioritise their wellbeing and health.

OUR SCHOOL CONTEXT

In 2020 we catered for thirty-three students in four classes with specialist staff delivering quality programs over the eight learning areas. Each student has an Individual Education Plan developed in collaboration with the students' parents, school psychologist, Learning Support Coordinator, Speech Pathologist and other para-medical staff as required. Each class typically has a Teacher and three Education Assistants. The level of staffing in the classrooms is dependent upon students' individual needs.

Our staffing allocation is reviewed annually and is dependent on the nature and severity of students' disabilities. In 2020 Riverton ESC increased its classes from three to four, an ECE (K-1), Junior (Year 1-3), Intermediate Class (Year 2 - 4) and a Senior Class (Year 4- 6). Due to the lack of space at the Campus we are unable to expand and enrol any additional students. Last year we had to reject several enrolments, because we were unable to provide a classroom for the students.

Locally the school site is referred to as Riverton Primary Campus to reflect the dual nature of the site and the consequent wide range of programs and facilities offered. We believe we offer the 'best of both worlds' to students with disabilities. While they are taught individualised functional academics in small groups, they integrate with their peers for Physical Education, Daily Fitness, excursions and incursions with their age appropriate peers and we all attend Campus assemblies. They also share the same play areas at recess and lunch.

Teachers from the mainstream and teachers from the ESC work together to provide inclusive programs for students to engage in. Every Friday all students from the centre integrate with their peers in the mainstream. This inclusive programme provides the mainstream students with the capacity to develop tolerance, acceptance and also provides them with an understanding of the challenges that students with special needs face every day. The students in all classes use the community as an extension of their classroom - learning real life skills such as transport training, shopping, showering, dressing and cooking. Students with special needs usually require additional support in the development of their social skills. These skills they practice with their peers at break times, in specialist classrooms and on Friday integration day. Our programs emphasise life skills while developing independent work habits.

STAFF AT RIVERTON ESC

Leadership Team

Principal

Ms Vicki Sturgeon

Manager of Corporate Services

Mrs Breanna Kossen

Ms Kerri Mott

Teachers

The Teachers at Riverton ESC have all studied in the area of Special Education and have a wealth of experience and knowledge in the area.

ECE: Ms Asha Macmillan

Junior Class: Ms Soraya D'Cunha

Intermediate Class: Ms Nicole

Marshall, Ms Kellie Sawyer & Ms

Maitlin Cutts

Senior Class: Mrs Mel Lupi & Mrs Ashleigh Currie

Support Teachers: Angela Douglas

Education Assistants

Education Assistants are rotated across the site on a semester by semester basis. This provides all staff with an in-depth understanding of the needs of all the students.

Ms Karen Polkinghorne

Ms Victoria Sturgeon

Ms Annie Fowler

Ms Carole Moneypenny

Mr Clyde Spencer

Ms Sally Taylor

Ms Sonya Anderson

Ms Demi Macmillian

Ms Tennielle Vinci

Ms Hitomi Ichihashi

Mr Cameron Grundy

Ms Lee Lau

Ms Lisa Hudson

Ms Michelle D'Mello

Ms Fiona O' Sullivan

Ms Kaitlin Davis

Ms Nicki Jones

Ms Hayley Wiggers

WELCOME TO ROOM 19 AND ROOM 3

The junior years classrooms with students from Kindy to Year 2.

In 2020, Room 19 became the ECE classroom. As Room 3 was our previous ECE classroom, teachers in both classes collaborated and worked together to support all students from K – 2. Rooms 19 and 3 had a fantastic year full of learning, exploring, communicating, integrating and structured play. This included:

- Learning a range of Literacy, Numeracy, Technologies, Physical Education and Protective Behaviours skills drawn from the WA Curriculum and ABLEWA.
- Developing our basic communication skills with our peers and teachers including initiating requests using PODD Books or individual communication devices.
- Developing our social skills to ensure we are interacting appropriately with our peers both in the classroom and in the playground.
- Integrating into our mainstream early childhood classrooms.
- Going to the shops each week for Community Access and the development of life skills.



Communication

In 2020, communication was an aspect of the classroom practised every day both explicitly and within each learning area. With a range of students each with different levels of communication (e.g. some students have devices, some are still learning Phase 1 PECS and some students using a PODD Book), it was vital that communication featured throughout the day. This ensured students were given an opportunity to request or comment what they needed to say. PODD Books, compics, something's wrong charts, communication books and electronic communication devices were readily available and accessible for students making it easy for them to see a visual and use it to communicate. Last year, each student had a speech therapist who worked closely with me to ensure that outcomes and strategies were practised both at school and at home which saw great improvements.

To further develop communication, each morning we sat in a circle to individually greet our classroom peers. This gave each student an opportunity to say hello or good morning to everyone and to communicate how they were feeling. Our students communicated their feelings by using their verbal language, communication devices or low-tech devices such as a PODD Book. Communication was explicitly and implicitly modelled and taught to students every day to broaden their vocabulary.

Literacy, Mathematics, Science, Physical Education & Protective Behaviours

In 2020, each learning area was a focal point for the students in Room 3. Each morning our Cross Setting Literacy block consisted of an intense hour of 1 on 1 learning whereby each program was tailored to meet the needs of each student. Focus Literacy areas for each group included communication, letter names and sounds and object identification.

For Maths, sessions were differentiated to meet the needs of the students. Some students focused on identifying numbers to 5, while others identified numbers up to 20 and beyond. Counting, subitising, recognition of shapes, patterns and sequencing were other outcomes. Room 19 and 3 focused on in 2020.

Room 3 Science sessions were completed with our Year 1 mainstream classes. Each week we went into the Science room where we were paired with a buddy student. This buddy student assisted Room 3 in learning about living and non-living things and categorising animals based on external features such as feathers or scales. The students enjoyed the hands-on learning and had further opportunity to engage with their mainstream peers.

Physical Education consisted of a range of skills particularly to develop our students' fine and gross motor movements. This included throwing and catching a ball or beanbag, kicking a soccer ball, throwing a beanbag into a hoop, and balancing on the wooden blocks in the nature strip.

Protective Behaviours was a focal subject in 2020 where we learned about feelings and parts of our body. We focused on what makes us feel the way we do and identified what types of objects or activities make us feel a certain way. Every day emotions were explicitly taught to each student through teacher or EA modelling. The program The Zones of Regulation was used every day in each class, assisting students to determine if they were feeling in the Blue, Green, Yellow or Red Zone.

Social Skills

In 2020, the junior classrooms integrated with the Kindy, Pre-primary and Year 1 classrooms every week. In the ECE classrooms, Room 19 students regularly played outside on the play equipment and then spent some time in the Kindy classrooms engaging in mat sessions and structured play. In the Year 1 classrooms, Room 3 students enjoyed structured play in the afternoons including board games, building blocks, LEGO and dancing. Frequent integration meant that both the mainstream teachers and I were able to work collaboratively to develop strategies and outcomes for the students to achieve. A handful of outcomes included in our social skills program were sharing, taking turns and engagement in structured play.

Independence: choice making, following routines

Every morning students' followed the same routine of unpacking their school bags, putting their water bottle on their desk and hanging their bag outside. They completed timetables after that so they knew what to expect for the day and what was expected of them. Then students worked through good morning packs which focused on developing their fine motor skills.

To encourage independence, we encouraged students to take responsibility for their own belongings. Students had to get their own hats and put them away after break times, collect lunch boxes and put them away after meal times, walk to and from the toilet and wash their hands afterwards. On Fridays in Room 19, students made their own lunch with out weekly cooking program. On Thursdays in Room 3, students made a simple snack like toasted sandwiches, toast or fruit kebabs. We also taught students how to brush their teeth, wash their faces and wash their hands with soap and water independently.

We encourage choice making to give students control over their school day and over what they are doing. This also helped to develop independence. To encourage choice making, we implemented many opportunities for students to make choices. These included;

- Choosing a song from the whiteboard.
- Using the playground choice boards to choose where to play.
- Choosing a reward for reward time after they have completed their desk work.
- Making a choice between colours and art materials when creating, painting, drawing or writing.
- Choosing a sensory activity for sensory break time.



Movement & Dance

In 2020, we incorporated dance amongst all learning areas as it was a way to ensure students were moving and building core strength while learning specific tasks at the same time. The students enjoyed dancing each day and by the end of the year were able to copy a series of dance steps in time with the music. Some of their favourite movement songs included Tooty Ta, Hokey Pokey, Dr Knickerbocker, One Little Finger and Sleeping Bunnies.

Community Access

Community access consisted of the students walking to the local grocer Rustico every Thursday morning. At the shops, the students would have specific ingredients they needed to find for cooking the following week and would practise finding fruit or vegetables we needed for cooking and greeting the shop assistants using their devices or PODD Books. The students thoroughly enjoyed shopping each week as it provided a great opportunity for students to develop their independence and social skills.



WELCOME TO ROOM 17

The middle years classroom with students from Years 2-4.

In 2020, Room 17 had an amazing year of learning, exploring, and developing personal and social capabilities. These included:

- Protective Behaviours
- Social Skills
- Life Skills
- Communication
- Developing independence
- Engaging in personalized Literacy and Maths Programs
- Attending excursions and incursions with mainstream peers
- Immersing in whole campus activities including assemblies and sports carnivals.



Protective Behaviours and Social Skills

Explicit teaching of Protective Behaviours and Social Skills is imperative for our students. In the middle years class, our focus in Protective Behaviours was on Emotional Literacy, public and private behaviours, identifying safe and unsafe situations and body parts. Students explored emotions using key word signing and AAC through songs, images and stories, and became familiar with the Zones of Regulation to support them to identify and regulate their own emotional state.

Social Skills activities were both structured and informal as breaks throughout the day. During structured sessions students were encouraged to learn and participate in a range of simple games such as Connect 4, Jenga, and Snap, as well as a range of outdoor activities such as line chasey, running races and 'What's the Time Mr Wolf?'. Throughout these activities students were taught a range of skills through the use of modeling, verbal and visual cues; including sharing, taking turns, using manners, congratulating their peers and giving compliments. Informal activities included free play and choosing songs to sing and dance to, and students were encouraged and praised when seen using desirable social skills.

Life Skills

Students have engaged in weekly programs to support community access and life skills. This included a gardening program where they have planted and nurtured seedlings, tended to the school garden, and explored their senses to touch, smell and taste a variety of fruits, vegetables and herbs that they have helped to grow.

They have also attended the local shopping centre each week to explore and locate various shops, services and amenities such as the toilets and exit signs, post office, medical centre and Big W. While shopping at Woolworths, students used AAC to request items on their shopping list and to say thank you when they are served at the checkout. They then use items purchased on shopping trips as well as ingredients from the school garden to cook a range of healthy meals for our weekly cooking program.

Throughout cooking lessons students learn about food hygiene practices and food preparations skills such as buttering bread, grating, peeling and chopping vegetables, and

are encouraged to taste foods that are unfamiliar to them.

Developing Independence

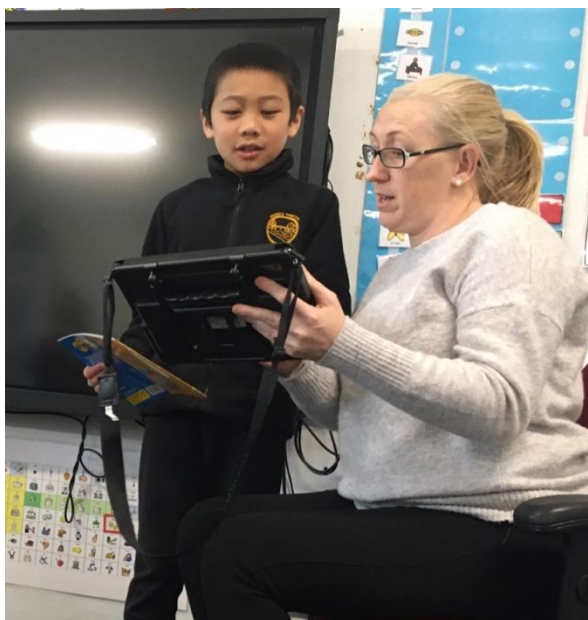
Each morning, students work through a visual schedule to complete a morning routine in order to learn to unpack their own bags, place communication books in a box, put their chair at their desk, say good morning to an adult and a classmate and choose an activity. Throughout daily activities students are supported through an 'I do, we do, you do' model; where students are first shown how to complete a task, then supported through the task with physical, verbal or gestural prompting, then encouraged to 'have a go' themselves. Learning to take risks is imperative in developing independence, and staff in room 17 consistently encourage, praise and reward our students when they attempt tasks and activities on their own.



Academic Programs and Communication

Students were assessed at the beginning of the year with the ABLEWA online assessment tool and other formal and informal assessments, in order to develop suitable Literacy and Maths programs at their level. As all students have individualized or small group learning programs, mat sessions at the start of each learning block included activities that were inclusive of all students in the class in order to create a cohesive learning environment. Such activities

included songs to develop number skills and oral language, shared reading to engage with a variety of books for enjoyment and different purposes, and communication activities. Specifically, items are introduced or students engage in various games and activities in order to create opportunities for staff to model the use of AAC and encourage students to use their devices independently.



In Maths some of our focus skills were reading, writing and sequencing numbers up to 120; skip counting by 2s, 5s and 10s; addition and subtraction, learning to read analogue clocks to the nearest half hour; and identifying and sorting 2D and 3D shapes. Learning was achieved through songs, using manipulatives, games, worksheets, Smartboard lessons and iPad apps. In Literacy students developed their sight word knowledge, reading fluency and comprehension, and were encouraged to develop an enjoyment of books through daily shared reading and quiet reading time, and weekly trips to the library where they were supported to locate books on topics of interest to them. Daily writing activities included tracing and copying words and sentences to develop correct letter formation and knowledge of sentence structures, and typing these sentences into a word document on their iPad to develop typing and basic editing skills. There was also a whole school focus on generating ideas for writing. Students in Room 17 tackled this by being supported to use AAC to choose words to write about a topic or toy of their choice, and using the Book Creator app to take photos of their favourite toys to type simple words to describe them with some verbal support.

Excursions, Incursions and Integration

Integration is highly valued at Riverton Primary Campus, and students in Room 17 looked forward to going to their integration classes every Friday to learn, build connections and make friendships with their mainstream peers. These connections are evident during lunch and recess playtimes where there is acceptance, respect and genuine care and friendship among mainstream and education support students. This has enabled our students to feel safe and supported when participating in whole school events, excursions and incursions. In 2020, students in Room 17 had a wonderful time joining their mainstream peers at Scitech, Sensorium Theatre, Kwinana Adventure Park, dance incursions, mud week and sports carnivals.



WELCOME TO ROOM 16

Welcome to the senior classroom for students in Year 4- 6.

In our classroom in 2020, we had a busy but great year. This year we:

- Focused on becoming effective communication partners
- Focused on independence and preparing for high school
- We're learning how to learn effectively
- Developed life skills such as cooking, shopping and road safety
- Continued learning how to be a friend and play with others/developing appropriate social skills
- Went on excursions, including going shopping each week, parliament house, Scitech, playgrounds, year 6 school camp and attending incursions



Communication

Communication was a priority in room 16. In order to ensure students were given the best opportunities to learn how to communicate, we worked closely with student's individual speech therapists. Staff worked closely with all to ensure students were being taught/modelled to in order to learn how to communicate in a means that was appropriate for them.

In Room 16 we focused on using SnapCore First on the iPad with students without a communication device, or using their personal system if they had one, during all activities to provide students with a voice and to teach them how to communicate with those around them. We also employed a variety of strategies to teach students to communicate. These include using ALS boards, Compics, communication books and high tech systems, games, core word charts etc. Communication was the focus of our entire day. Every activity we engaged in and focused on developing student's communication skills.

Independence

Independence was a priority for students in our class as students are preparing for moving onto high school the following year or within a year or two. We encouraged students to be responsible for their belongings, use initiative for their learning and homework, helping their younger peers, taking on leadership roles within the school etc. Students thrived when given the opportunities to lead and be responsible for themselves and their actions.

Learning How To Learn Effectively

Every student needs to learn how to learn. We helped students learn by modeling what was expected, by providing a variety of learning experiences and by making learning fun and exciting. Learning involved desk work, hands on activities, interactive experiences, learning inside and outside the classroom etc. Students also learn from others, so by providing times for group work and integration, students could see how others learn/complete a task and learn from those experiences.



Shopping-Community Access

Every Thursday students would walk to the shops to buy ingredients for our cooking session that afternoon. Shopping provided students the experience of finding what we need, putting it in a basket, then paying for the produce and bringing it back to school. We also teach students road safety awareness and social skills in regards to what behaviours are socially acceptable in the community.

Cooking & Life Skills

Students loved cooking. The first question every Thursday morning was, "What are we cooking today?". Students loved being involved in the cooking process and would continuously ask to help when preparing the snack or meal. All students tried nearly all the recipes we cooked. They might not have always liked it, but they were willing to try new foods. As the year continued students would request their favourite meals/snacks we had cooked before. Mini donuts, toasted sandwiches and smoothies were the favourites.



Camp, Excursions & Incursions

Each year students partake in a variety of excursions and incursions. This year students went to Kwinana Adventure Playground, Scitech, and the year 6 students enjoyed their school camp at Point Peron. During these excursions students either invited mainstream peers from their integration classes or joined their integration class on their excursions. Year 6 students had the most amazing time at their year 6 camp. They played at the beach, did canoeing, rock climbing, socialised with their peers and for them, it was a highlight of their year.



Room 16 Reflections

Room 16 was a fun and exciting class and we were so impressed with the improvements students made. We were delighted with the dedication to learning students displayed and were kept on our toes with the energy all students brought to the class. We enjoyed spending our days watching these students discover new things and learn how to learn. We certainly had a lot of joy and laughter in our room but it was hard saying goodbye to the amazing year 6 students as they moved on to high school.



2020 COMMUNICATION REPORT

The attitudes, beliefs and knowledge of communication partners are pivotal in the success story of Augmentative and Alternative Communication (AAC). The people around every individual with complex communication needs must believe that everyone has a right to communicate (Farrall, 2014). Communication was one of our school priorities once again in 2019 as we strive to support and encourage all students to become autonomous communicators.

Our goals were to provide every student with complex communication needs with a communication system that enables their right to communicate as we believed in their ability to use language and either implemented and supported the use of their personal communication system or we gave them a system that enables them to develop and use language. In 2020, 20 of the 33 students within our ESC had their own personal communication device compared to only 10 students in 2018 and 14 in 2019.



Communication centred around everything we did throughout the day through explicit teaching and incidental learning opportunities to ensure students were given endless opportunities to learn how to communicate effectively. Displayed throughout the classrooms there were a range of communication strategies which students had access to in order for them to use throughout their day. These included: ALS boards, High Tech Devices (talkers), core word charts, Low Tech versions of student's high tech device), PODD books, compics, something's wrong charts, communication books and key word charts etc.

Outside the classroom, students were encouraged to bring their devices with them at all times, communication boards were also placed around the playgrounds and school for students to access and communicate with others and staff would wear or carry a PODD or Snap Core First on their iPad which the school has implemented as our communication system for students without a personal device.

With communication being the centre/focus of our teaching and learning, all students improved in their ability to communicate. We ensured all individuals had quick access to a lot of language because without it, the students would not have access to the words they would want to say. By valuing communication, we demonstrated our positive attitudes and our belief in every AAC user as we attribute meaning to their communication attempts and we continue to support and encourage them as they move to more and more complex systems.

2020 HIGHLIGHTS

TERM ONE:

Term One was definitely a term like none other with changes to how everything occurred at school including the term being cut short a week as we went into lockdown. Due to COVID-19, all excursions and school events were cancelled, except for the Year 6 Camp. Students managed to enjoy camp for the week just as restrictions began.

Year 6 Camp

The Year 6 students attended the Year 6 Camp at Point Peron in March and had a fantastic time, enjoying the weather and all activities undertaken. It was impressive to see the Riverton students quickly develop a number of skills and concepts whilst enjoying themselves at the same time. Each of them met a number of challenges presented and learnt to work effectively as a team. The weather was brilliant, albeit a bit hot, and this enabled all the activities, especially those in the water, to be fully enjoyed. Feedback from parents was very positive and we always appreciate their wonderful support in helping us to provide the opportunity for the children to have a great time and learn some important lessons in life.

Wellness Week

This term Wellness Week comprised of activities across the week designed to highlight the need for everyone to maintain their health and wellbeing, especially during the uncertainty of a pandemic. It was a little different this year as the majority of students were home learning, so the wellness for all at school helped pick up morale. We began the week with a flock of "wellness fairies" meeting staff and the students that were still coming to school in a sea of "bubbles" with the students getting a "happy" sticker. Throughout the week our "Wellness Fairies" were out and about providing laughter and stickers to the students whilst reminding everyone about their health.

We had daily dance sessions with all staff and student, and the staff all created a dance to share with our families at home to bring joy, laughter and unity through distance. With wellbeing as a priority, our school has scheduled a Wellness Week each term.

TERM TWO:

Anzac Day

At school we conducted our own Anzac Day assembly led by our Year 5 students who reminded us that the day is held to recognise and remember all those who served our nation.

Several representatives from the Riverton/Rossmoyne RSL also attended our assembly.

All students from the Campus had made paper poppy's to put in the ground around the flags.

Dance Concerts

After weeks of dance practice the students performed their dances for their peers. Due to COVID, parents were not able to watch in person, but videos were sent home for families to ensure all parents, families and friends could still enjoy the dance concert.

It was a pleasure to see our students performing with such enthusiasm and skill in front of a their peers showcasing their creative moves and actions.

Wellness Week

The term concluded with the very popular Wellness Week whereby the campus acknowledged the importance of mental wellbeing through a series of fun and awareness activities to celebrate our health.

"Wellness fairies" greeted everyone at the gate at the beginning of the week and a number of fun activities were organised across the school over the week and included art activities, dance sessions, reading of special stories and a Pyjama Day.

Everyone embraced the ideas and enjoyed participating in such a positive week.

TERM THREE:

Book Week

In August we hosted STEM/Book Week at Riverton Primary Campus with the theme of "Curious Creatures, Wild Minds". This celebration of reading across the campus involved a variety of events and activities that promoted and acknowledged the enjoyment of reading and investigating through Science and Technology. Cat in the Hat was our focus. Students and staff, proudly dressed up following the Dr Seuss Theme, they designed hats, cooked pizza, made marshmallow slime and engaged in hands on experiences and team building activities. It was a great week and a highlight of the year!

Sensorium Excursion

To celebrate Children's Book Week, our ESC students engaged in a Sensorium Theatre experience at Riverton Library. Sensorium is a 60-minute inclusive multisensory performance that creates a magical interactive theatre experiences for audiences with disabilities. They brought the Story, Big Rain Coming, by Katrina Germein, to life and students had an enjoyable experience singing, dancing, making music to the represent parts of the text.

Athletics Carnival

At the end of the term we held our annual House Athletics Carnival on the school oval. A great deal of preparation was undertaken prior to the main event so that all students would be at their peak when competing. Due to excellent organisation, the day went smoothly with students doing their best and enjoying the competition.

TERM FOUR:

Yoga Program

To support the health and wellbeing of our students a yoga program was organised for all the Year 1 and 2 classes. Everyone was enthusiastic and engaged and adapted to the movements really well. The program proved to be of great benefit to the students, providing a relaxing form of mindfulness and physical fitness

Rivo' s Got Talent

Once again our annual Rivo's Got Talent competition was held in November during the lunch break. 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 suitably impressed. Performing to an audience is a valuable lesson for all students and it seems the standard increases each year.

Interschool Athletics

We hosted the Interschool Athletics Carnival here at Riverton early in the term. Our students participated enthusiastically and worked really hard to represent our school. The weather was fantastic and a great number of parents came along to support the students and enjoy the event.

Messy Mud Week

Our students across the campus enjoyed the Messy Mud Week activities organized by Nature Play Solutions. With the weather being very warm and supportive, the students had a fantastic time playing and completing a number of activities in the mud and dirt, reminding us of the importance of outside physical activity and play based learning. Feedback from the students and teachers has been very positive once again.

Parent Afternoon Tea

All classrooms invited the parents into the class for a family afternoon tea. Students helped serve their parents food and drinks and then spent time with them showing off all their hard work from the year. After a year where parents were unable to enter classrooms and the school, it was a great way to end the year.



Final Assemblies

The year culminated on a high note with the Presentation Assembly and the Year 6 Graduation Assembly. At the Presentation Assembly we were able to celebrate with and acknowledge the success of the year with our students, as well as announce award winners and our new student leaders and house captains for 2021. The Bardan Shield which recognises the leading house for 20120 was awarded to Canning.

The Year 6 Graduation Assembly was an opportunity to farewell our students who were leaving to begin their high school years. A large audience of parents, family and students watched as our Year 6's graduated, with several students receiving special awards and being recognised for their excellent work in 2020. The P&C hosted a wonderful morning tea for graduates and parents to mark this special occasion.

2020 SCIENCE REPORT

We aim to provide an environment where students work collaboratively with a STEM approach. The integration of Science has been the focus and an inquiry based STEM approach has been promoted to support a rich learning environment. In 2020, we continued to lead the roll out of digital technologies across the school and lead the teachers in the implementation and assessment of the Digital Technologies and the Design and Technology curriculum area making direct links to Science.

One of our priorities is that teachers effectively use technology in their learning programs and we embed authentic multiple opportunities for students to use, create and develop technology connecting ICT capabilities, critical and creative thinking into the learning programs. 2020 saw us increase collaboration between teachers to develop an understanding that Science with a STEM approach is integrated across the curriculum and is not an isolated subject. We encouraged and saw more Connect use by teachers, parents and students to enhance learning programs.

A feedback loop between classroom and Specialist teachers has been the key to the success of the pilot. STEM is our overarching integrated approach and using inquiry as our vehicle meets our cross curricular priorities. Each term we have introduced a year group Inquiry based question linked to our Science Reporting. There has been a buzz around children regularly coming to the Science room to continue their investigations and inquiries.

In 2020, our Education Support Centre was also given the opportunity to partake in a STEM Enterprise Schools initiative program. This program gives schools in the metro and rural area an opportunity to collaborate on Professional Development Days and develop the skills needed to use STEM as an inquiry process in our school. Two mainstream teachers and 1 ESC Teacher attended the 6 PD Days in 2020, where the teachers completed prototyping and ethnography research. This research assisted these teachers in creating a STEM Vision for Riverton Primary Campus where the focus is to prepare students to succeed in this

ever-changing world. Through our tailored outcomes and approach, the goal for 2021 is for students to think like entrepreneurs: resourceful, flexible, creative and global. In 2021, all students at our campus will partake in year group STEM inquiry questions, giving students an opportunity to ask questions, develop ideas, plan, create, evaluate, reflect and present their work to others.



IT REPORT

In 2020, Riverton Education Support Centre used digital technologies to support all learning areas explicitly taught in each classroom. In all 4 classrooms, the multi-touch and paint functions on the new interactive whiteboards allowed for more than 1 student to touch, scribble, explore colours and create artwork without using paper and crayons. All students also had an opportunity to use iPad Apps specifically chosen by the teacher to assist their outcomes in Literacy, Mathematics, Science, Protective Behaviours and HASS. In the junior classroom, this included using a keyboard to type their first name, exploring letter names and sounds using Starfall or Reading Eggs and completing counting activities using Touchtronics 123's. In the middle and senior classrooms, students used a range of apps to assist their written work, including typing reports or recipes, using iPad apps or computers to complete their spelling words, using PicCollage and uploading their work onto Seesaw.



Students at Educational Risk (S.A.E.R.)

Riverton Primary Campus has a SAER / Student Services team made up of representatives from both Riverton Primary School (RPS) and Riverton Education Support Centre (ESC). The team includes The Principal of the ESC, the Deputy Principal from RPS who is responsible for the Learning Support of students in Years K - 2, the Learning Support Coordinator Years 3 - 6, the School Psychologist and the lead Level 3 teacher in English as an Additional Language / Dialect (EAL/D). The team meet fortnightly or as required to discuss students who require support, this includes underachieving students, students who require academic extension as well as students who may require support due to a crisis situation or where their social and emotional well-being is deemed at risk.

Multi-Lit ran through Years 3 - 6 to support students who are experiencing difficulty with development within the area of Literacy.

The *Protective Behaviours* program and the *Zones of Regulation* continued to be a focus to support students in recognising their own feelings and developing an understanding of these feelings and how to recognise how to support themselves to regulate their emotions.

Riverton Primary School has continued to maintain a focus on Mental Health and Wellbeing. In 2020 we redefined our School Purpose to reflect the priority that we have placed on Mental Health and Wellbeing.

Our Purpose:

At Riverton Primary Campus we value a positive and inclusive community where we encourage our staff, students and families to work collaboratively. We provide a rich learning environment that supports the development of our students, with a focus on the students as a "whole child" and their capacity to flourish and achieve their academic, social and emotional potential.

Wellbeing Week has concluded each school term and provides an opportunity for the school to engage in a variety of activities that share the importance of looking after yourself and participating in whole group activities where the focus is "fun".

Clubs featured in 2020 with a large variety of activities being offered during break times across the week for students in Years 1—6. These activities were well received by the students, with most groups at capacity.

As part of the Federally funded Youth Mental Health Initiative, 2020 was our third year of involvement in this initiative. The Mental Health Initiative is coordinated by a Deputy Principal and involved working with "Be You" a subsidiary of "Beyond Blue" to provide staff and students with information and resources that support the development of mental health and wellbeing. To support this focus and continue to keep the profile of mental health and wellbeing at the forefront, we embarked on the introduction of Positive Education in to the school and worked with staff to highlight areas within mental health and wellbeing that need to be addressed. We profiled areas of concern through using an Appreciative Inquiry (A.I.) approach which proved to be a valuable tool in identifying areas to be targeted. Staff were fully engaged in this process and the outcome extremely positive. It is anticipated this A. I. approach will continue into 2020 with a specific focus on students.

In partnership with YouthCare we employ a Chaplain five days each fortnight. The Chaplain has become a valuable resource supporting staff in supporting students across all year levels. The Chaplain has run parent groups providing parents and carers with much needed information in order to further support their children. A particularly successful course was run by Food Bank WA who came in to the school to run a course around the awareness of portion sizes, food quality and the importance of a balanced diet.



RIVERTON PRIMARY BOARD REPORT

2019 and 2020

Throughout 2019 and 2020, the Riverton Primary Campus Board ('the Board') has continued its important role of school governance by taking part in strategic and business planning, reviewing school policies, complying with reporting requirements, identifying specific needs of the school and promoting the school to the wider community. Given the disruption caused to schooling by COVID-19 last year, which included the cancellation of NAPLAN 2020, there was less school information and data for the Board to review and fewer Board meetings held. This is reflected in less information being reported below for the years 2019/2020 than for 2018/2019. Board discussions regarding review of school data are now being revisited in 2021.

There was also no requirement by the Department of Education for schools to complete a 2019 Annual Report due to COVID-19. This year, however, the school is required to complete an Annual Report for 2019/2020 and as such this Board Report will cover the last two years of school operations.

School Board meetings are held twice each term, on the third and ninth week of each school term. These meetings over the last two years have centred on several key areas;

Ongoing involvement in school governance matters

2018 and 2019

Financial

- The Riverton Primary School ('RPS') budget was approved by the Board in February and reviewed later in the year
- The Board reviewed the Funding Agreement for 2019
- Contributions and Charges proposals were approved by the School Board

School Programs and Policies

- The new House system and structure was discussed and endorsed
- The new "daily fitness" system introduced by the campus was endorsed
- The new timetable and daily structure for the campus (early close Tuesdays and new timetables with adjusted recess and lunch times) was presented, discussed and endorsed by the Board

Uniform Changes

- The Board discussed the proposed new Uniform item ("Beanies") and this item was approved to be part of the uniform.

Reporting Documents

- The 2018 School Board report was presented, discussed and accepted for the Annual Report.
- The RPS 2018 Annual Report was tabled, endorsed and discussed, including the School Board report
- The National Quality Standard (NQS) audit report (Early Childhood Education) of Riverton PS was presented to the Board who discussed and commended the result for the school

Data and Strategic Planning

- The 2019 NAPLAN data was presented and analysed with the School Board with its implications for future planning discussed and noted
- The Business Plan 2017 – 2019 was reviewed and discussed, along with the staff findings. The targets of the plan were assessed, with the Board noting and endorsing the increased success of "community partnerships"
- The new 2020 – 2022 Business Plan priorities were presented, discussed and endorsed

Annual Board Report

2019 and 2020

Board Membership

- There were some changes in membership in 2019, with staff members changing for the beginning of 2020. Several notices were provided to parents asking for new members.
- New members included Danielle Higgins and Helen Stamp (starting in 2020) whilst Anju left

2019 and 2020**Financial**

- The Riverton PS Budget and Funding agreement for 2020 was presented, discussed and approved.
- The 2020 Audit was presented and, as a result, the Operating Guidelines were discussed with some changes to meeting numbers and numbers of members. These were approved by the Board
- The Contributions & Charges for 2021 were analysed and endorsed
- The Budget for RPS for 2021 was discussed, analysed and approved.

School Programs and Policies

- The Board was presented with a proposal for BYOD (as part of the Technologies priority in the Business Plan) and discussed its implications and importance. The Board also received the data around the parent response and feedback to the proposal. Parents also presented their response to the proposal, providing some questions at the next Board meeting, with the Board finally supporting the proposal.
- The Board also viewed and endorsed the Short Film entry
- The new improvements to the nature strip were endorsed. The improvements will be paid for by the campus and it will occur in stages.

Strategic Planning

- The Board was presented with the Department's new "Strategic Directions 2020 – 2024" and discussed the implications for the campus.
- The priorities and key strategies of the 2020 – 2022 Business Plan were discussed and approved
- The Board continues to revisit the school business plans for both the Mainstream and the Education Support Centre to ensure each represents our priorities of inclusion, excellence in teaching and learning in line with Education Department priorities.

Board Membership

- New members for 2020 included Lea-anne Frossos, Linda Wilding and Ashleigh Currie (staff) who began at the start of the year, whilst Helen Stamp began, and was joined by Doug James later in the year.
- Jane Atkinson (ESC parent) left in September 2020 as the family was moving. She has since been replaced by Joslyn Juraszek (ESC).
- Bernadette McCarthy left to be replaced in early 2021 by Lan Yuan (ESC).
- The inaugural Chairperson of the Board, Claire Money, left the Board at the end of 2020 and was replaced by Helen Stamp at the start of 2021.
- Our newest Board member is Shenjeet Kaur (EALD) who is also the current President of the P & C.
- The Board now has a full complement of members.

Ongoing involvement in issues relating to the school community and broader community engagement**2018 and 2019**

- The School Board noted the issues with the canteen and, following on from the analysis of a survey in the school community, successfully applied for a Federal Grant (\$20 000) to support the P&C and school in their refurbishment of the Canteen.

Riverton Primary Campus

Annual Board Report

2019 and 2020

2019 and 2020

- The Board (through the Chair and Councillor Ben Kunze) worked with the City of Canning and the School to better understand the issue of the closing of Communicare (OHSC) and towards the process of getting a new provider for the school community's parents. This issue continued throughout the year until a new tender process began and a new provider was selected by the City of Canning.
- The Board Chair (and others) met with the City of Canning officers to work on Road Safety around the campus and proposals for changes to road parking classifications.

Despite the ongoing difficulties presented by COVID-19, the Riverton Primary Campus community continues to be a happy and inclusive place of learning for students. School staff, students and school families are to be commended for adapting so well to the challenges presented by COVID-19 and the Board looks forward to supporting the school community throughout this year.

Helen Stamp
Board Chairperson
Riverton Primary Campus

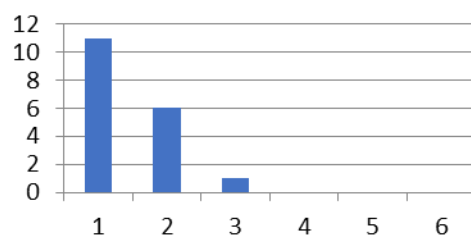
Staff Survey

Riverton Education Support Centre

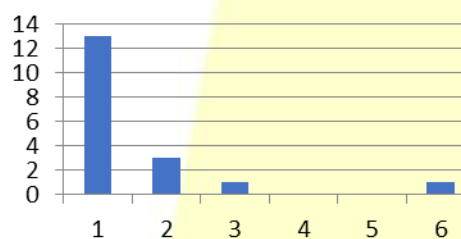
- 1 = Strongly agree
 2 = Agree
 3 = Neither agree nor disagree
 4 = Disagree
 5 = Strongly disagree
 6 = No response

Job satisfaction:

1. Opportunity to use skills.

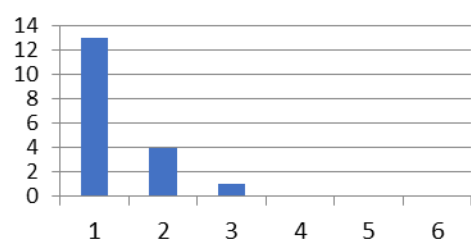


2. Opportunities for training and development.

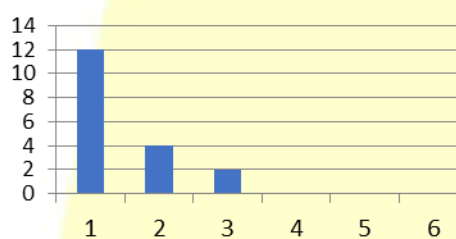


Value as a staff member:

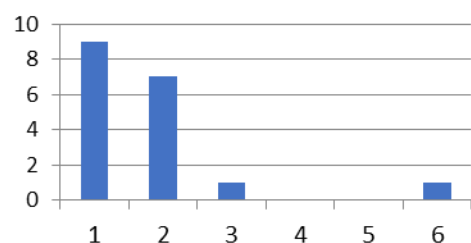
3. Staff member feeling valued.



4. Opportunities to express their views and ideas.



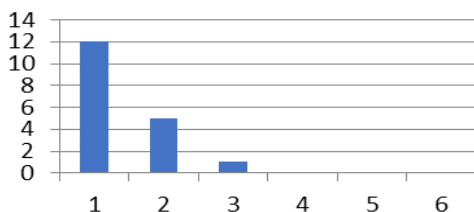
5. Involvement in decision making.



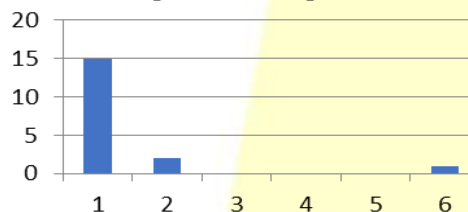
- 1 = Strongly agree
 2 = Agree
 3 = Neither agree nor disagree
 4 = Disagree
 5 = Strongly disagree
 6 = No response

Management and Leadership:

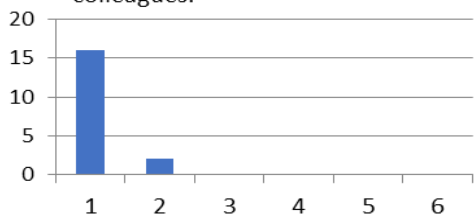
6. Understanding of the staff member's role.



7. Support from the principal or line manager and colleagues.

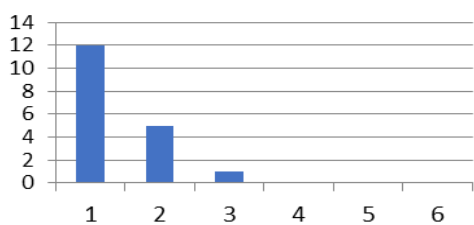


8. Ability to communicate with the principal or line manager and colleagues.

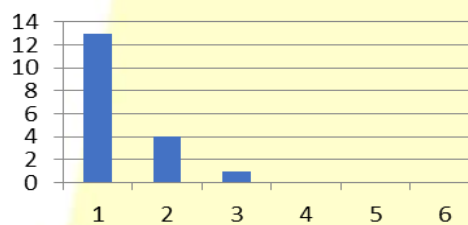


Work environment:

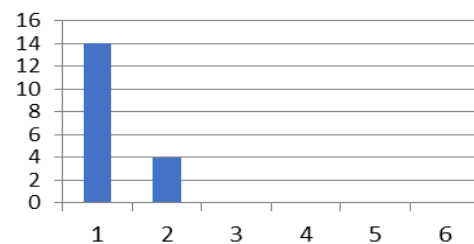
9. Availability of resources and help to achieve work objectives.



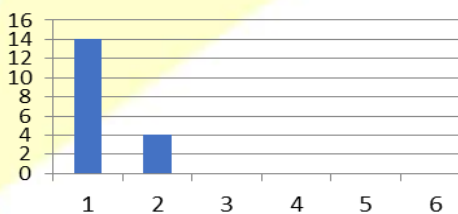
10. Accommodation of the staff member's personal commitments.



11. The staff member's relationship with their principal or line manager, colleagues, clients and students. Or other relationships that are applicable.



12. Safety in the workplace



Riverton Education Support Centre Staff Survey Term 4 2020 Written Comments

Actions the school could take to improve the staff member's job satisfaction.

"More communication and ECE training"

"Parental feedback/surveys"

"I'm pretty satisfied"

"Improve parking"

"Staffing experience. I understand that we need to employ inexperienced staff (EA's), train and mentor which I totally agree with. Having too many inexperienced staff at one time does put pressure on experienced staff. More balance, cert 3 or 4 experience. More PDs for inexperienced staff. Behaviour management and ASD PDs."

Actions the school could take to improve management or leadership.

"I'm pretty satisfied"

Actions the school could take to improve the work environment.

"OH&S time"

"Printer closer to room 16 and 17. Male toilets closer to 16 and 17. Not a big issue though."

"To be honest with one another. To accept each other's strengths and weaknesses."

"OHS inspection time to be allocated."

"Improve the ventilation in the disabled toilets."

"I'm pretty satisfied"

Positive aspects of working at Riverton ESC.

"At Riverton ESC we have great team spirit"

"Great and friendly staff. Welcoming vibe. Accommodating."

"Approachable, helpful, caring staff. Work as a team."

"Great sense of team support and camaraderie."

"All the staff are welcoming and friendly. Everyone pitches in and helps – you never feel alone. We feel valued and time is spent on helping us improve our skills."

"Great teamwork. Leaders are easy to approach and very fair and flexible. Great PDs."

"Awesome place to work."

"We work as a team. Everyone's opinion is valued. Open communication."

"Lots of PDs and training."

"Staff, facilities, resources, challenging (perfect amount), banter, everyone treated equally."

"Staff support! Fun and professional environment (best of both worlds woo)"

"Team workers. Friendly staff. Understanding admin. Supportive staff."

"The children. Some staff."

"Cooperative staff. Team ethic. Lots of resources."

"Team. Kids. Resources. Experiences."

Aspects of working at Riverton ESC that we could improve on.

"Smaller class sizes."

"Smaller class sizes."

"Everyone on the same page with behaviour management."

"Better parking."

"More parking. Aircon in some rooms including disabled toilet."

"Extractor fan in disabled toilet. More parking."






"Put aircon in disabled toilets."

"Extractor fan in disabled toilets. More parking."






Student Survey

Riverton Education Support Centre

RESC Student Surveys 2020 - Room 19

QUESTION						NO RESPONSE/ ILLEGIBLE
How do you feel about coming to school each day?	4	1				2
My teachers make me feel...	4			1		2
How I feel when I am with my friends at school...	3	2				2
How I feel when I go to my integration class...	2	1	2			2
How I feel when I am working in my classroom...	3	1	1			2
How I feel at recess and lunch time...	3	2				2
When the school day finishes I feel...	3	1				3
	YES	NO				
Do you feel safe at school?	4	1				2
Can I ask for help if I need it?	4	1				2
Do you have someone to go to / talk to if you need help or feel sad?	3	2				2






RESC Student Surveys 2020 - Room 3

QUESTION						NO RESPONSE/ ILLEGIBLE
How do you feel about coming to school each day?	5	1			1	
My teachers make me feel...	5	1			1	
How I feel when I am with my friends at school...	4	3				
How I feel when I go to my integration class...	4	2				1
How I feel when I am working in my classroom...	4	1		1		1
How I feel at recess and lunch time...	5	2				
When the school day finishes I feel...	5	1				1
	YES	NO				
Do you feel safe at school?	7					
Can I ask for help if I need it?	7					
Do you have someone to go to / talk to if you need help or feel sad?	7					






Student Survey

Riverton Education Support Centre

RESC Student Surveys 2020 - Room 17

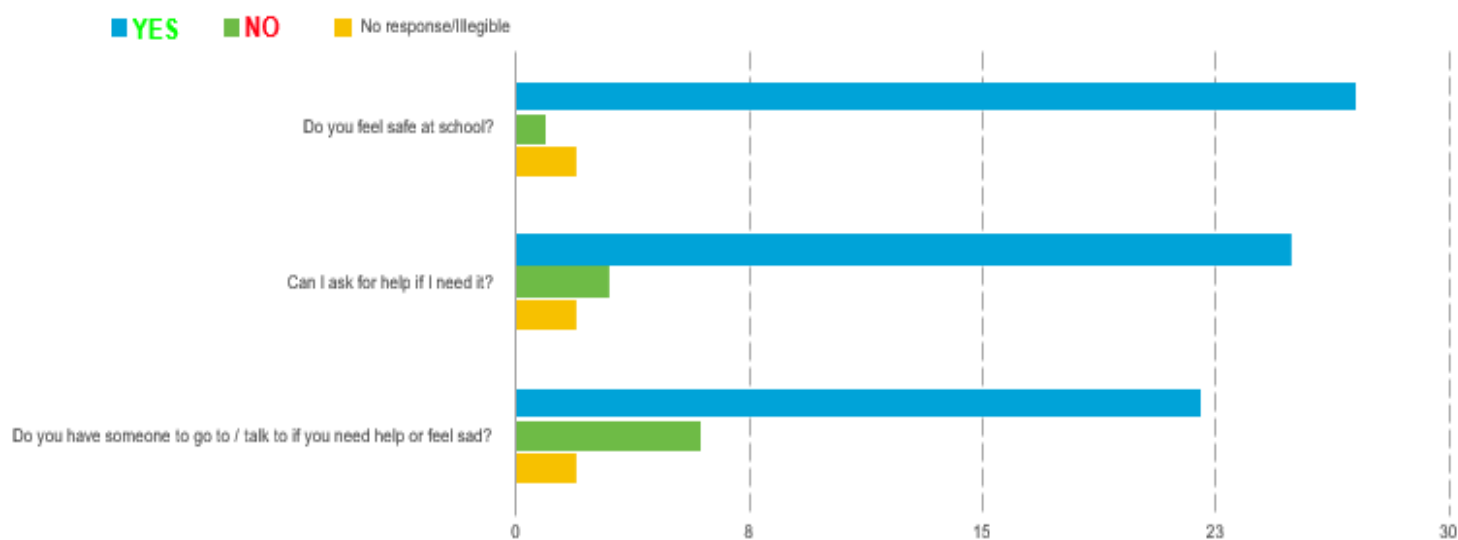
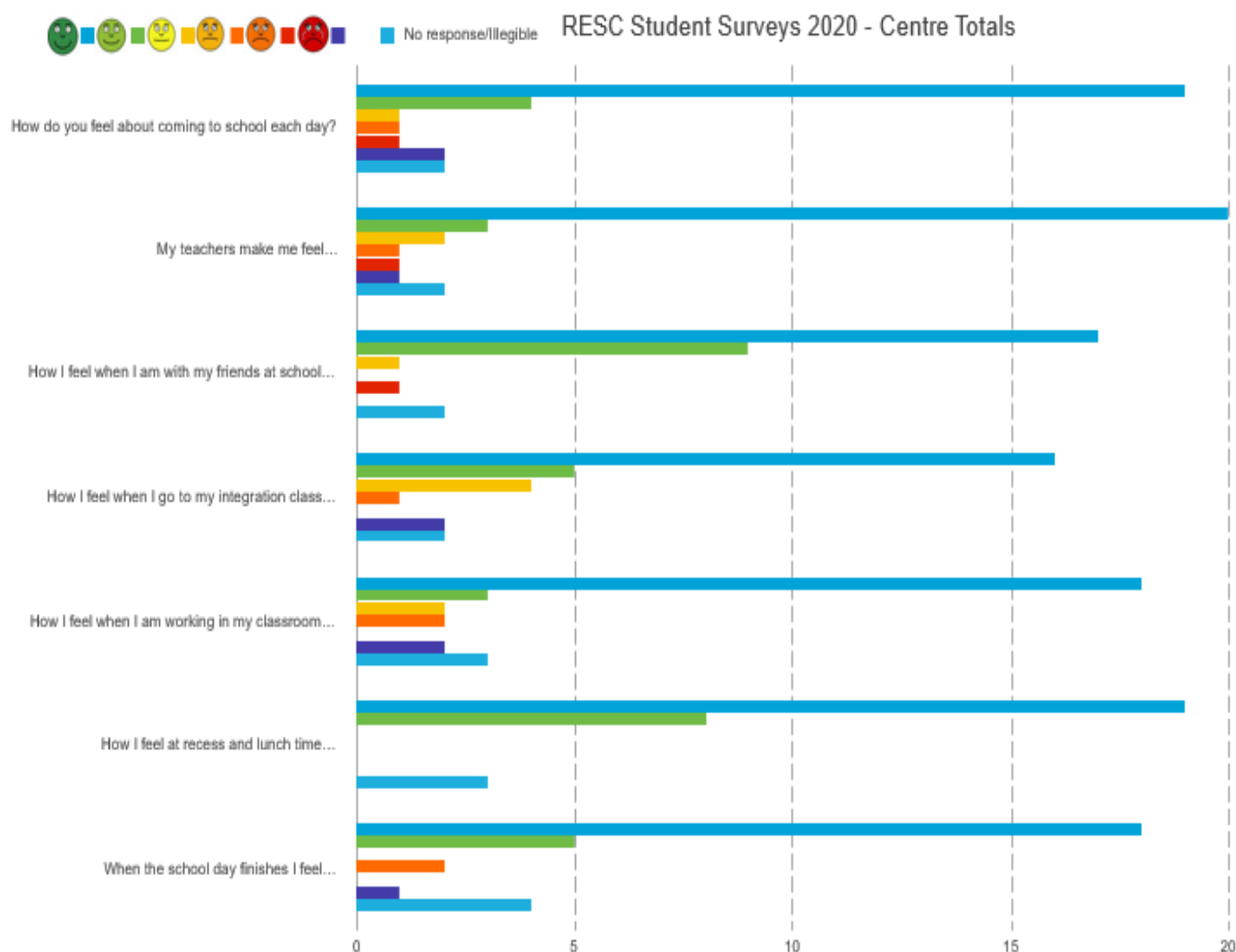
QUESTION						NO RESPONSE/ ILLEGIBLE
How do you feel about coming to school each day?	5			1	2	
My teachers make me feel...	5	2			1	
How I feel when I am with my friends at school...	4	2	1	1		
How I feel when I go to my integration class...	3	1	2	1	1	
How I feel when I am working in my classroom...	4	1		1	1	1
How I feel at recess and lunch time...	4	3				1
When the school day finishes I feel...	5	2		1		
	YES	NO				
Do you feel safe at school?	8					
Can I ask for help if I need it?	7	1				
Do you have someone to go to / talk to if you need help or feel sad?	6	2				

RESC Student Surveys 2020 - Room 16

QUESTION						NO RESPONSE/ ILLEGIBLE
How do you feel about coming to school each day?	5	2	1			
My teachers make me feel...	6		2			
How I feel when I am with my friends at school...	6	2				
How I feel when I go to my integration class...	7	1				
How I feel when I am working in my classroom...	7		1			
How I feel at recess and lunch time...	7	1				
When the school day finishes I feel...	5	1		1		1
	YES	NO				
Do you feel safe at school?	8					
Can I ask for help if I need it?	7	1				
Do you have someone to go to / talk to if you need help or feel sad?	6	2				

Student Survey Centre Summary

Riverton Education Support Centre



Riverton Education Support Centre

Student Survey 2020

Written Student Comments

1. How do you feel about coming to school each day? Why?

"School happy"

"Happy"

"I'm lazy"

"I like school"

"Happy"

"Happy"

"Because I like school. I like writing"

"I like school"

"Because it's very exciting"

"I feel happy because they do fun things"

"Happy"

"My friends are here and it's fun"

2. My teachers make me feel...

"Happy"

"Great teachers"

"Make me do work"

"Mrs Cutts"

"Green zone"

"They make me feel happy. They are terrific"

"I like my teachers"

"Happy"

"They do fun things"

"Kind"

"They are kind, fun, interesting"

3. How I feel when I am with my friends at school...

"Happy"

"They give me lots of smiles"

"I have fun"

"They make me happy"

"Happy Riverton"

"I have friends and they care for me"

"My friends play with me"

"I like playing games with my friends"

"They do fun things"

"Happy"

"My friends are fun and nice"

How I feel when I go to my integration class...

"Happy"

"Pre-primary Liam play in the house and do run"

"They are great"

"I like Kobe and Mr Cam"

"I like room 8"

"Friday room 10 Mrs Fiona"

"I like the teacher and kids"

"Happy Mrs West is kind"

"It is nice"

"It's very exciting"

"I like playing Minecraft"

"Jack is kind to me"

"I love it"

4. How I feel when I am working in my classroom...

"Happy"

"I'm so lazy I don't like doing work, I'm tired"

"Because I am doing good work"

"I feel incredible because of many things"

"It's a bit crappy when I am in a bad mood"

"Like work"

"I do fun things"

"Green zone"

5. How I feel at recess and lunch time...

"Happy"

"I get to eat"

"I like to play"

"I play on the playground"

"11 o'clock am"

"Green"

"I do fun things"

"I feel happy"

"I feel happy when I play"

"Because sometimes I am in a bad mood"

"Happy and terrific and incredible"

6. Do you feel safe at school?

"Yes"

"Yes"

"Yes because I love it"

"Because I am in the green zone"

"Yes I do"

"Yes"

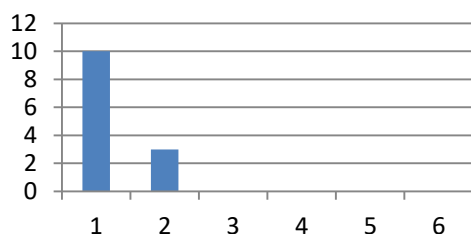
Parent Survey

Riverton Education Support Centre

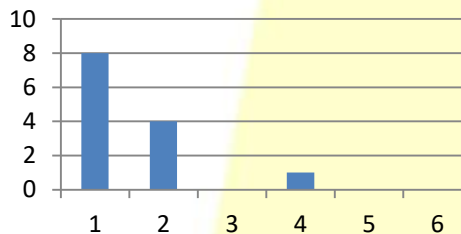
- 1 = Strongly agree
 2 = Agree
 3 = Neither agree nor disagree
 4 = Disagree
 5 = Strongly disagree
 6 = No response

Total completed surveys: 13

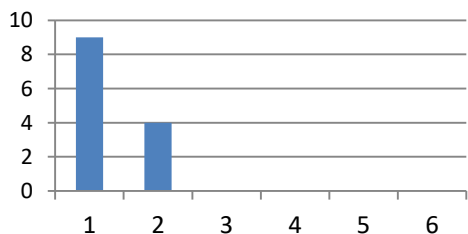
1. Teachers at this school expect my child to do their best.



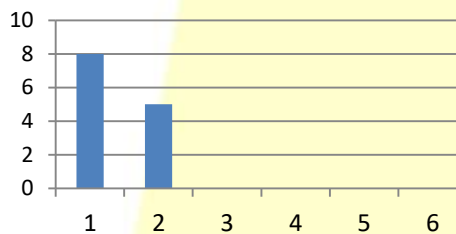
2. Teachers at this school provide my child with useful feedback about their school work.



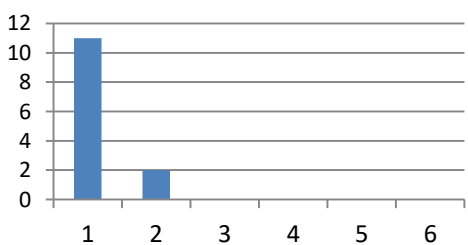
3. Teachers at this school treat students fairly.



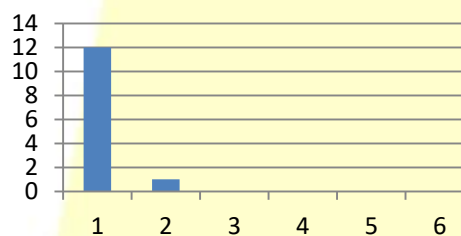
4. The school is well maintained.



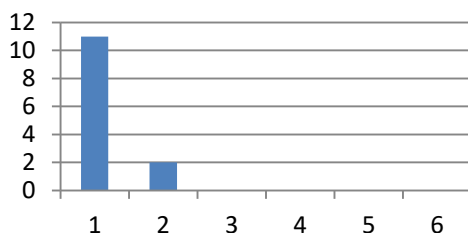
5. My child feels safe at this school.



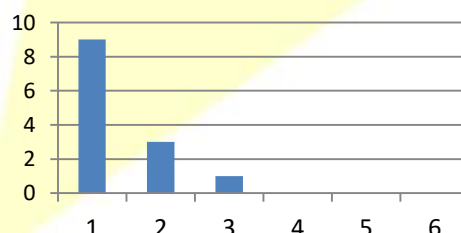
6. I can talk to my child's teachers about my concerns



7. Student behaviour is well managed at this school.



8. My child likes being at this school.

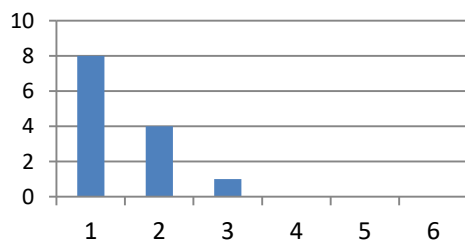


Parent Survey

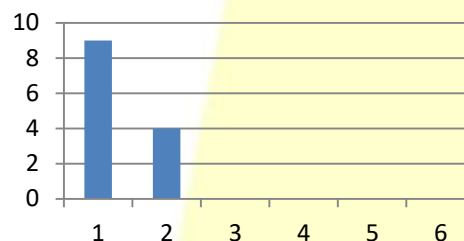
Riverton Education Support Centre

1 = Strongly agree
 2 = Agree
 3 = Neither agree nor disagree
 4 = Disagree
 5 = Strongly disagree
 6 = No response

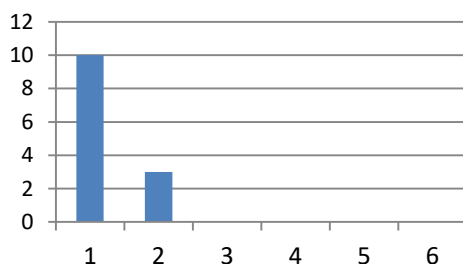
9. This school looks for ways to improve.



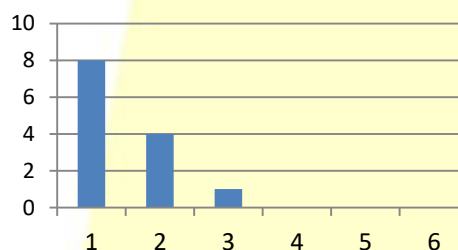
10. This school takes parents' opinions seriously.



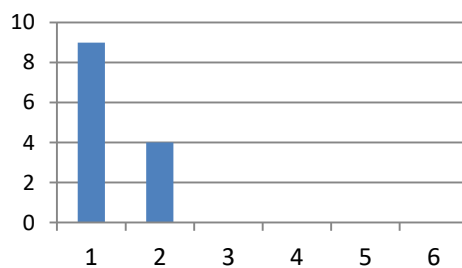
11. Teachers at this school motivate my child to learn.



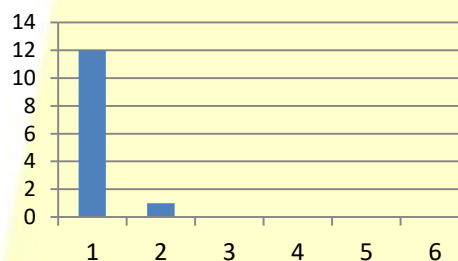
12. My child is making good progress at this school.



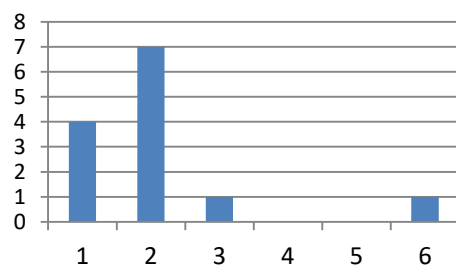
13. My child's learning needs are being met at this school.



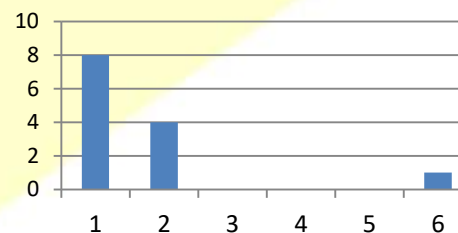
14. This school works with me to support my child's learning.



15. This school has a strong relationship with the local community.



16. This school is well led.

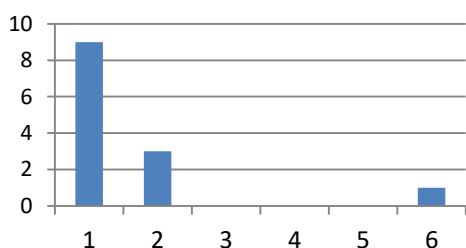


Parent Survey

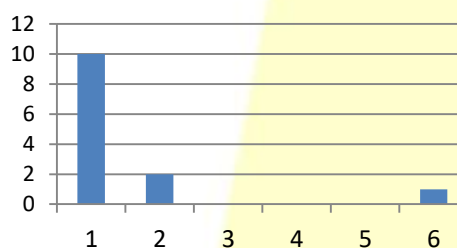
Riverton Education Support Centre

1 = Strongly agree
 2 = Agree
 3 = Neither agree nor disagree
 4 = Disagree
 5 = Strongly disagree
 6 = No response

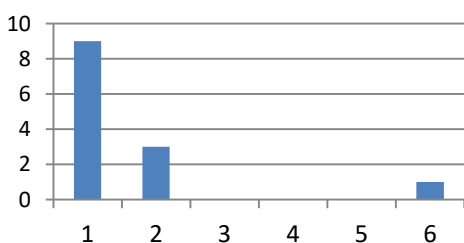
17. I am satisfied with the overall standard of education achieved at this school.



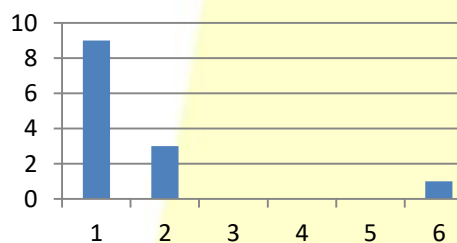
18. I would recommend this school to others.



19. My child's teachers are good teachers.



20. Teachers at this school care about my child.



If anything was possible what vision would you have for the school?

"Visual learning aids (videos of experiments etc) for all classes"

"Additional classes/space to accommodate other activities"

"Room for therapy"

"An OSH for after school"

"Room for therapy"

"The school is so perfect and wonderful, and the teachers are great and professional"

"Take high school so we don't have to move him"

General comments

"To improve pickup time for ESC children by not allowing people to park at the front of the school at 2pm"

"Great school. My child is well supported"

"We are very happy because our daughter is very happy and joyful. Our daughter is learning very well and she's a great development. My daughter likes school."

"Thanks so much we have a different little boy now he's at Riverton! Thank you for the way you create opportunity for him to be in classes with mainstream kids and for encouraging this!!"

Professional Learning Sessions

Semester 1

Be You: Building Mentally Healthy Communities.

The Be You modules supported educators to develop a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health.

MODULES:

- Understand
- Connect
- Include
- Partner
- Assist
- Recognise
- Provide
- Inquire
- Notice
- Empower
- Affirm
- Embed

Boardmaker

'Boardmaker for Dummies' (after school sessions)

Communication:

- Opportunity barriers
- Autonomous communication
- Features of a communication accessible school
- Problem solving how every student can understand others and express themselves
- Developing access skills
- Interaction patterns support students' autonomous communication
- AAC use for staff
- Communication access beyond school grounds
- Communication access in the community

Semester 2

Growth Coaching

- What do we need to do to implement a growth culture?
- What does effective teaching look like?
- How do we monitor effective teaching?
- How do we enhance the quality of conversation to build teaching and learning capacity to positively impact student outcomes?

Shared Reading – Let's be interactive

- emphasise the importance of interaction in reading books for students with complex communication needs.
- using books with AAC to teach core vocabulary or on vocabulary on an AAC system

Provide a First Aid Response in an Education and Care Setting

- Provided staff with the skills and knowledge required to provide a first aid response to infants, children and adults and specifically applies to educators and support staff working within an education and care setting. The unit satisfies the requirement set for approved first aid, asthma and anaphylaxis training for child carers and educators.

Riverton Primary Campus Transition Process For Parents

Parent/s or Guardian to
meet with Principal

Teachers to Meet

- Discuss students current needs including -
- Language & communication
- Behavioural needs
- Medical needs, if applicable
- Identify Previous placements, therapies or professionals supporting the child or family, if any.
- Parent/s or Guardian to tour school and meet teacher.
- New teacher to visit the student at their previous school
- Teachers to meet and discuss educational program

Student Transition Visits

- The student visits their new classroom (student EA's to attend if appropriate)
- Visits are usually one per week over a four week period but can vary depending on the students individual needs.
- An Education Assistant will take photos of the student and their new classroom to be made into a social story.
- The social story will be sent home to be read with the student to prepare them and alleviate any anxiety

Classroom Teachers Role

- The Teacher will get to know the student during transition visits.
- If applicable, the Teacher will receive reports or assessments from previous school or therapies.
- The Teacher will meet with the Parents to discuss their goals and priorities for their child.

The transition process is to summarise the student's abilities, interests and identify their individual needs so that the staff can identify how the student can best be supported to continue to learn in their new environment. The transition process also aims to help alleviate anxiety for the student during this period of change. The transition process provides a sense of structure for the student. It provides them with the opportunity to know what to expect, to familiarize themselves with the new environment, staff and peers and to get a taste of what activities they will be doing.



Attendance Risk Category Analysis

Attendance Risk Category Analysis:

LONGITUDINAL STUDENT ATTENDANCE DATA FOR RIVERTON EDUCATION SUPPORT CENTRE

Report Criteria:

Collection Periods:	As displayed in Table 1	ATSI:								All				Social Disadvantage:				All			
Enrolment Status:	All	Participation List:								No				Educational Adjustment:				All			
Gender:	All																				
Year Groups:	Compulsory	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	Y11	Y12	Y13	UPR	US			
	Composition of Group:	*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	*	✓			

Table 1: Attendance and Absence Type by Collection Period for RIVERTON EDUCATION SUPPORT CENTRE

Collection Period	2019 Sem 1	2019 Sem 2
Attendance Rate	94.0%	93.7%
Regular Attendance	88.5%	75.0%
Authorised Absence	74.4%	71.4%
Unauthorised Absence	25.6%	28.6%

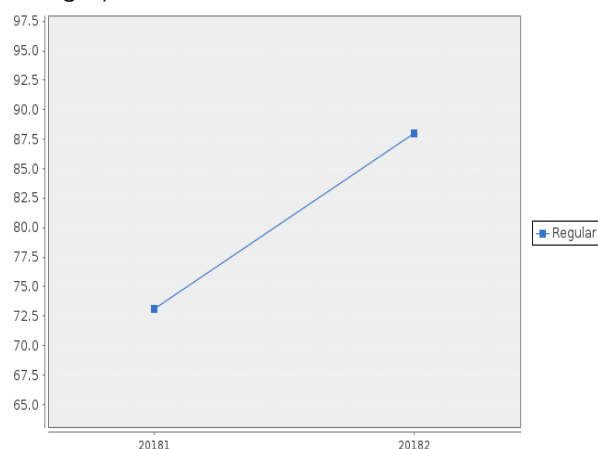
* indicates that data is not final.

Note that the Absences are proportions of half days in each category.

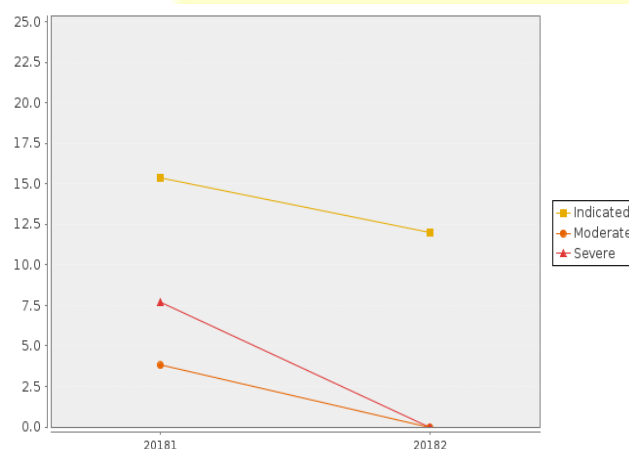
Collection Period	2019 Semester 1	2019 Semester 2
Attendance Rate	94.5%	95.6%
Regular Attendance	73.1%	88.0%
Authorised Absence	78.5%	88.9%
Unauthorised Absence	21.5%	11.1%

Proportion of students in Regular Attendance

Category



Attendance Rate for collection period

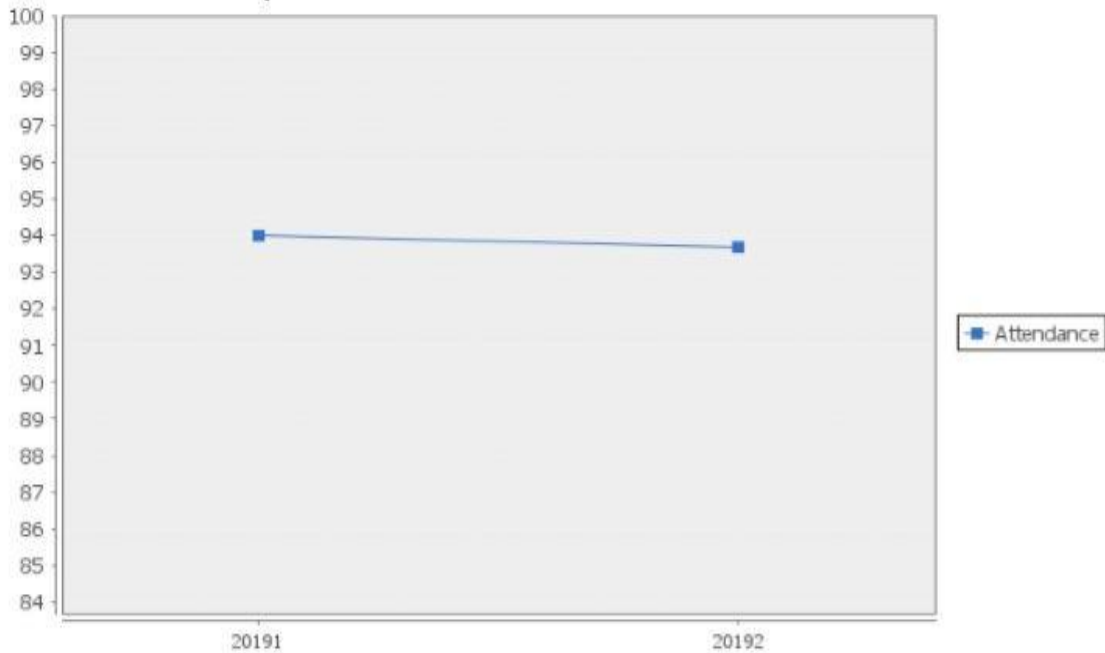




Longitudinal Student Attendance Data

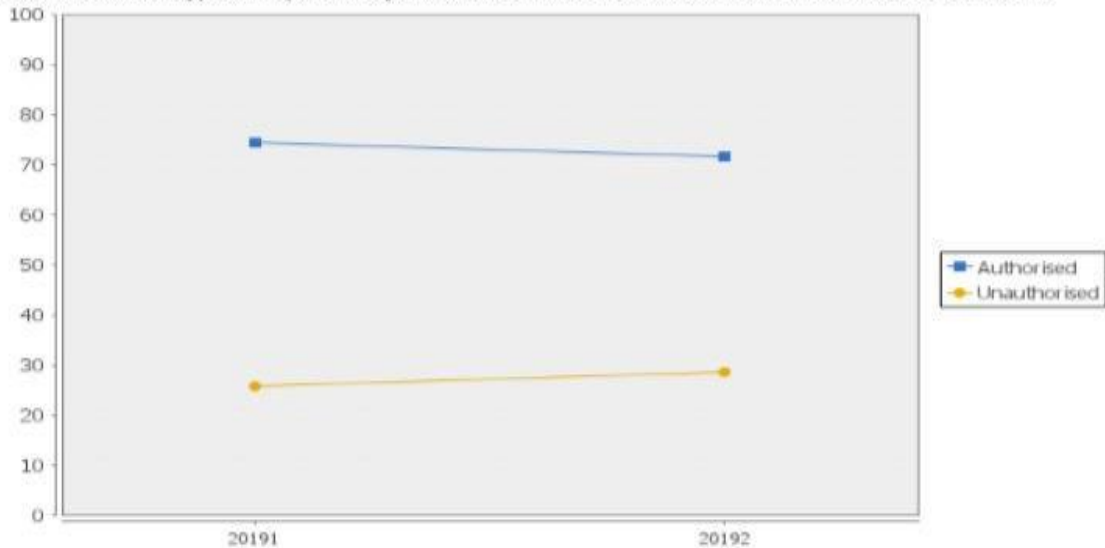
LONGITUDINAL STUDENT ATTENDANCE DATA FOR RIVERTON EDUCATION SUPPORT CENTRE

Chart 1: Attendance Rate by Collection Period for RIVERTON EDUCATION SUPPORT CENTRE



* indicates that data is not final.

Chart 2: Absence Types Composition by Collection Period for RIVERTON EDUCATION SUPPORT CENTRE



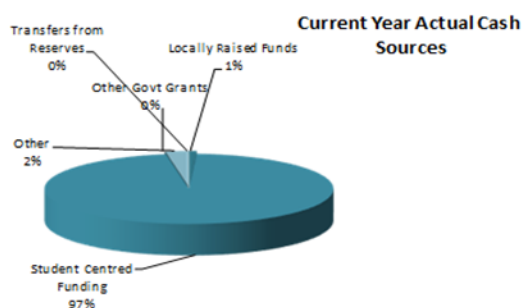
* indicates that data is not final.



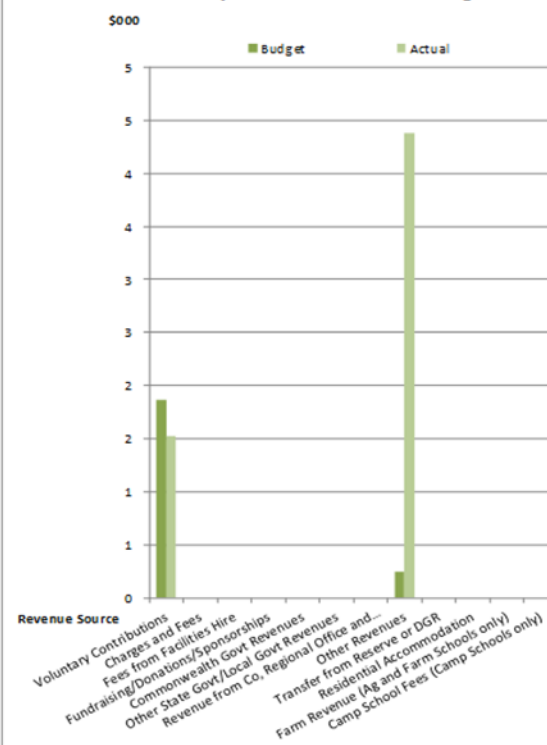
RIVERTON
EDUCATION
SUPPORT CENTRE

2020 Financial Summary as at 16th March 2021

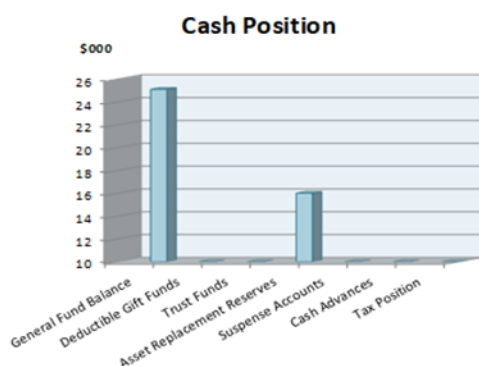
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,860.00	\$ 1,523.70
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 250.00	\$ 4,383.23
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	\$ 2,110.00	\$ 5,906.93
	Opening Balance	\$ 48,618.43	\$ 48,618.43
	Student Centred Funding	\$ 166,250.00	\$ 166,250.00
	Total Cash Funds Available	\$ 216,978.43	\$ 220,775.36
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 216,978.43	\$ 220,775.36



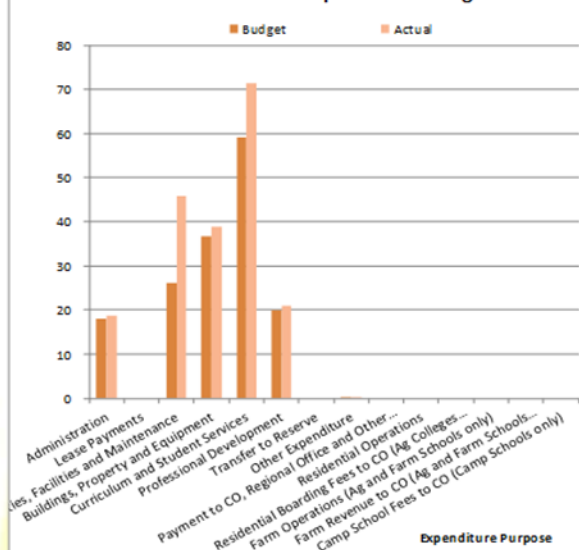
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,950.00	\$ 18,708.24
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 26,000.00	\$ 45,771.25
4	Buildings, Property and Equipment	\$ 36,705.00	\$ 38,969.43
5	Curriculum and Student Services	\$ 58,995.00	\$ 71,371.79
6	Professional Development	\$ 20,000.00	\$ 20,843.65
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5.00	\$ 3.76
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 159,655.00	\$ 195,668.12
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 159,655.00	\$ 195,668.12
	Cash Budget Variance	\$ 57,323.43	\$ -



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 33,777.85
Made up of:	
1 General Fund Balance	\$ 25,107.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 16,001.61
5 Suspense Accounts	\$ -
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (7,231.00)
Total Bank Balance	\$ 33,777.85