



**RIVERTON**  
PRIMARY SCHOOL  
INDEPENDENT PUBLIC SCHOOL

# ANNUAL REPORT 2018



## INTRODUCTION

It is with great pleasure that I present the 2018 Riverton Primary School Annual Report to our school community. It was another year of growth with increasing enrolments, an increase in the number of staff members and the continuation of staffing processes that consolidated our teachers and the programs taught. We continued to take the opportunity to grow the very close relationship with the Riverton ESC, as part of our **campus**. Our well established Riverton Primary Campus School Board continued to develop and once again met throughout the year to reflect, discuss and monitor our Business Plan, focussing on both the vision and the direction for the school as we moved into the second year of our planning cycle.

### 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 2018, we once again experienced an increase in student enrolments, resulting in a growth in the number of staff members employed, 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, with a total of 47 teachers, both part time and full time working with the students. A further 28 non-teaching and administrative staff worked at the school, illustrating the increased size and complexity of our workforce, the profile of which in 2018 continued to be a dynamic mix of experienced, developing and graduate teachers, all working together to meet the demands of our school and campus.

Our school population consists of a plethora of different 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 and make the campus a unique place in which to teach and learn. As has been the case over recent years, we experienced an increasing number of students who qualify as English as an Additional Language or Dialect (EAL/D) students and, as a consequence, we maintained our EAL/D support program consisting of 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 is reflected in our planning and teaching.

### Our Vision

***Riverton Primary Campus is an inclusive community where students work collaboratively in a rich learning environment to achieve their academic, social and emotional potential.***



## Student Attendance

Attendance at Riverton Primary School remains consistently high, reflecting the supportive and positive attitude to education by our aspirational parents and the community, who clearly value education. The attendance in 2018 was above that of public schools across the state.

Year	School	Like Schools	WA Public Schools
2016	95.2%	95%	92.6%
2017	94.9%	95.3%	92.7%
2018	95.4%	95.0%	89.4%

## Programs Offered



### Western Australian Curriculum

Riverton Primary School offers the learning areas provided by the Western Australian Curriculum, with students assessed against the Western Australian “Judging Standards” in all areas. IN 2018, for the first time, the students were assessed in the areas of Digital Technologies and Design & Technology, with results being provided in the Semester 1 & 2 student reports.

### 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 may include intensive literacy sessions in small groups or individually with a teacher or Education Assistant, a modified program 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 evidence based program “**Multi Lit**” continued in 2018 for identified students and was used to further support and develop those students with literacy difficulties, with a focus on phonics and development of the language. This will be expanded in 2018 to include “**Mini Lit**”.

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.

In addition, as part of our focus on Health and Well Being in our business plan, staff members also introduced the “**Zones of Regulation**” program across all classes in 2018. The staff members work in close consultation with all stakeholders in the SAER team, including the School Psychologist, members of the Admin team, the Learning Support Coordinator and alongside teachers in developing IEPs, BMPs, Risk Management and Care Plans.

With a campus priority of **Health and Well Being**, a number of programs and activities continued into the school in 2018 including “Wellness Week” each term, daily fitness, whole school “crunch and sip” as well as the continuation of “Messy Mud Week” in November. In addition, several “**clubs**” were introduced in 2018 to support the social skills and interests of the students during lunch breaks. The resultant high level of student interest was particularly pleasing.

### 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, cello, trumpet, trombone, clarinet and flute. In 2018, our well established school orchestra continued to grow and improve, providing further opportunities for our musically talented children. As part of our growing musical tradition, we again had a school choir that again performed during 2018, including appearances at Melville Civic Centre, the University of Western Australia and in the “Western Australian Government Schools Massed Choir” program at the RAC Arena in Perth. Both the orchestra and the choir practise regularly before school at the campus and are enthusiastically attended by the students.





## Physical Education

Our campus has a well-established and very comprehensive 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. In addition, as part of our campus focus on physical wellbeing and health, daily physical education was continued across the whole school in 2018, with all students completing the program of physical activities and games at the start of every day, before commencing classes.

Mr Brookes, our Physical Education Specialist teacher, left the campus to complete his Long Service Leave in September, before gaining another position at Aveley North Primary School for 2019. Mr Kane Tomasevich joined our campus in September and will continue as our Physical Education specialist. As expected, and as part of our focus on physical and mental wellbeing, our students were once again actively involved in a number of team and individual 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. In 2018, having won the regional championships, our Girls Soccer Team achieved the pinnacle of the sport by winning the State Championships! They were crowned state champions in early Term 2.









## 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.

## 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



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 of the six kinds of best, is provided through regular assemblies at which the values are noted and consolidated.



## New House System

In 2018, we reviewed and renamed our four factions, creating four new houses that will form the centrepiece of student groupings and attainment across all areas, with the introduction of a yearlong house competition in 2019, with the winning house collecting the Bardun Shield.

The houses are as follows:

- Bannister - Purple
- Canning - Red
- Mills – Blue
- Bickley – Green

All houses have a native animal as the symbol/mascot and the houses were launched in Semester 2 last year.

## **Technologies and STEM**

At Riverton Primary we aim to provide an environment where students work collaboratively. The integration of Science is a focus and an inquiry based STEM approach is promoted to support a rich learning environment. In 2018, our technology coordinator led the roll out of digital technologies across the school and led the teachers in the implementation and assessment of the Digital Technologies and the Design and Technology curriculum area.

In our current Business Plan, one of our priorities is that 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.

To better support our growing and complex IT network and the effective use of the technology, we employed a "Network Support Officer" in April 2018 and will continue with that in 2019. This officer spends two days at Riverton and the other three days with local schools Rossmoyne PS and Bull Creek PS.

Riverton Primary recognises the effective use of technology by teachers and students as a learning tool and a mode to promote problem solving and critical thinking within our students. We understand that in an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.

### **EDUCODE**

In consultation with staff, 2018 saw the implementation of the Educode STEM based robotics course throughout Term 2 at Riverton Primary. The 8-week incursion was offered to students in Years 4-6 and provided the opportunity to teachers to act as students and be up skilled during class time by Educode facilitator, Emma Bibra. Teachers were provided 1-1 Teacher support for assessment, including formulating rubrics. Year 4 engaged in 60-minute classes and Years 5-6 participated in 90-minute classes.

The Educode course focused on explicitly developing computational, critical and creative thinking and technology skills using specialized software, Sphero. All classes were aligned with the WA Curriculum and included the following concepts:

#### **Computational Thinking**

- Decomposition
- Pattern Recognition
- Abstraction
- Algorithm Design

#### **Computer Coding**

- Learn how to create programs using the block-based interface and or text based coding
- Gain an understanding of loops
- Apply programming to build games

#### **Robotics**

- Practise math skills while calculating new distances based on time and speed to deepen understanding of the relationship between the three measures.
- Processes and Production using Sphero
- Generate and solve patterns based on colour and time durations
- STEM challenge activity involving construction, coding and team work.

### **Science and the STEM Approach**

Our Science Specialist's role is to develop and grow our area of Science with the aim of students and teachers actively engaging with a STEM approach and resulting in higher Science achievement. 2018 saw us recognise as a school the need for increased collaboration between teachers to develop an understanding that Science with a STEM approach is integrated across the curriculum and is not an isolated subject.



## STEM/Technology Plans for 2019

In 2019, we plan to implement a pilot program combining the pre-existing roles of Technologies Coordinator and Science Coordinator into one full time role of Science Specialist with a STEM approach, with science being taught by a Specialist across Years 1-6. There is a lot of curriculum knowledge to be built and the need for establishing a feedback loop between classroom and Specialist teachers is key to the success of the pilot. The aim is for teachers to benefit from the expertise of our lead teacher to push Science back into the classrooms via integration and collaborative planning, whilst still providing DOTT and acting as a role model and mentor for best practice.

Under this model, STEM is our overarching integrated approach and using inquiry as our vehicle meets our cross curricular priorities. This allows us as a school to support one assigned person to develop the role and grow our area of Science with the aim of students and teachers actively engaging with a STEM approach and resulting in higher Science achievement, a goal of our current Business Plan.



## Early Childhood Learning



At Riverton Primary School, we have a clear vision for early childhood education. This vision sits comfortably with our whole school vision and underpins the programs offered. We believe it is essential that all children have a sense of belonging. This is developed by providing a rich learning environment centred around the child's agency, supporting the development of social conscience and becoming worthwhile contributors to the world in which they live.

As a result, Riverton Primary School has worked to establish a positive, vibrant and challenging program 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.

## SCHOOL PRIORITIES AND THE PLANNING PROCESS

In our current Business Plan, our values underpin our priorities and goals as a school and a learning community. Our agreed values are:

- Inclusion
- Excellence
- Collaboration
- Innovation
- Health & Well Being



Our focus has been on working collaboratively through the analysis and interrogation of evidence and data, we identified our priorities across the school for the period from 2017 to 2019. Once these were established, strategies and planning is undertaken to assist in improving school performance. A central focus in 2018 was the continued development and implementation of the **Business Plan**, the creation of clear **operational plans**, as well as the creation of the "**Riverton Way**" documents, all designed to support and operationalise the **Business Plan**, and to describe the way we complete our "core business" at our school.

Based on our **Business Plan** for the Riverton Primary School that was constructed in 2017 by our staff members and our School Board, and underpinned by our annual interrogation of the data. Our current priority areas for 2017 to 2019 are:

- ✚ Literacy – Reading & Grammar
- ✚ Numeracy – Problem Solving
- ✚ Technologies
- ✚ Health and Well Being
- ✚ High Quality Teaching
- ✚ Community Partnerships












## Assessment and Progress



The staff members regularly review and assess the Business Plan, reviewing each of the priority areas. The evaluation of the plan is made based on the achievement of targets and milestones that are set in the plan. Below is a summary of this more detailed evaluation, and includes the priorities, their objectives and a short listing of the milestones and targets achieved. The plan will be re-assessed at the end of 2019 and from this data, a new plan will be constructed. Student performance targets are also visible in the “Student Achievement” section of this report.

### Business Plan Assessment and Summary

Priority	Objectives	Targets/Milestones Achieved
<p>High quality teaching</p> <p><i>The campus is a professional learning community with high quality teaching across the curriculum in all classrooms</i></p>	<ul style="list-style-type: none"> <li>Develop the capacity of teachers to maintain high quality teaching across the campus</li> </ul>  <ul style="list-style-type: none"> <li>Create highly effective, inclusive and collaborative professional teams of staff to plan, review, and improve the outcomes for students.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and detailed Performance Management process and policy has been implemented, with all teachers involved in systematic and structured Peer observations</li> <li>All teachers have an agreed and structured Performance Development Plan that is reviewed</li> <li>Professional Learning linked toe with the focus for 2018 with a focus in 2019 on “differentiation”</li> <li>Collaborative teams are in place across learning areas and across year levels but still require work</li> <li>School wide plans and expectations have been produced by collaborative teams (Scope &amp; Sequence/ Pacing Guides, “The Riverton Way” documents and Operational Plans)</li> </ul>
<p>Literacy – reading</p> <p><i>Improve the reading comprehension and grammar performance for students from Pre Primary to Year 6, many of whom have a different language background.</i></p>	<ul style="list-style-type: none"> <li>Improve the reading comprehension performance of all our students, with a focus on those from an EAL /D background</li> </ul> 	<p>NAPLAN Reading targets were achieved: The targets were described as a school mean “range for the Year groups across the areas of English for the NAPLAN testing in 2018. The targets were set based on the long term trend for improvement in NAPLAN scores</p> <p><b>Year 5</b>  <u>Reading</u> 524 – 538 <u>Writing</u> 493-505  <u>Spelling</u> 543 -553 <u>Grammar</u> 543 – 555</p> <p><b>Year 3</b>  <u>Reading</u> 449 – 459 <u>Writing</u> 432 – 448  <u>Spelling</u> 448 – 460 <u>Grammar</u> 449 - 465</p>
<p>Numeracy</p> <p><i>Our students are able to effectively use a variety of strategies to solve problems in mathematics</i></p>	<ul style="list-style-type: none"> <li>Improve the capacity of students to solve problems using a variety of strategies</li> </ul> 	<p>NAPLAN Numeracy targets were achieved: The targets were described as a school mean “range for the Year groups across the areas of Numeracy for the NAPLAN testing in 2018. The targets were set based on the long term trend for improvement in NAPLAN scores</p> <ul style="list-style-type: none"> <li><b>Year 5 Numeracy</b> 543 - 549</li> <li><b>Year 3 Numeracy</b> 434 - 446</li> </ul> <p>Specific targets for problem solving will be re-set and redefined for 2019.</p>

<p>Technology <i>Students effectively use technology in their learning programs across the school. Students participate and achieve at a high level in Science</i></p>	<ul style="list-style-type: none"> <li>• Clear planning and review of technology and infrastructure in and across the campus</li> </ul>  <ul style="list-style-type: none"> <li>• Improved capacity of staff uses of technology in learning programs</li> </ul>  <ul style="list-style-type: none"> <li>• Provision of challenging and STEM based approaches across the curriculum</li> <li>• Effective Use of technology in the classroom</li> </ul> 	<ul style="list-style-type: none"> <li>• Technologies committee in place</li> <li>• Strategic Plan (whole school) for IT completed and operational (resources and strategies)</li> <li>• Operational Plans for technologies created and implemented in 2018</li> <li>• Network Officer position introduced in 2018</li> <li>• Increase in numbers of devices in the classrooms</li> <li>• Introduction of Tech Café in 2017 (weekly voluntary PL after school) with increased numbers attending</li> <li>• Establishment of fortnightly STEM café attended by 10 to 15 staff members regularly.</li> <li>• Observable increase of staff expertise in classroom with the support of the STEM teacher (0.2FTE) from 2016 to 2018 (PP to Year 6)</li> <li>• Increase in attendance of staff members at PL (STEM café) in 2018 and 2019</li> <li>• Increased use of devices in classrooms as part of learning programs</li> <li>• Establishment of STEM coordinator and program in 2019 (timetables and systematically used across the school)</li> <li>• STEM approach is evident in classroom programs but still developing</li> <li>• “Inquiry approach” in STEM delivered in Science class from Yr 1 to Yr 6.</li> <li>• Integration of STEM and other areas still developing</li> <li>• Measurable increase of tasks and times integrating student use of IT</li> </ul>
<p>Health &amp; Wellbeing <i>Students have improved mental and physical health, are resilient, physically fit and participate in a variety of activities</i></p>	<ul style="list-style-type: none"> <li>• Improve the physical fitness and capacity of the students</li> <li>• Improve the participation rates of students in sporting and healthy activities</li> </ul> 	<ul style="list-style-type: none"> <li>• Significant and measurable improvement in student performance in Physical Activity grades from 2016 – 2018 and higher levels of fitness</li> <li>• Significantly increased number of students and teams in representative roles from 2016 – 2018</li> <li>• Observable increase of students engaged in outside activity in open playing spaces on a daily basis – recess and lunch breaks</li> <li>• Full student (100%) participation in physical education session every day (Morning fitness)</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide better physical playing spaces in the campus</li> </ul>  <ul style="list-style-type: none"> <li>• Effectively support the students to maintain positive mental health</li> </ul> 	<ul style="list-style-type: none"> <li>• Modification and improvement of ECE in 2017 and 2018. The impact has been more students outside playing in ECE and lower primary</li> <li>• All students playing in “mixed” spaces since 2018 with flexibility of movement</li> <li>• Wellness Week each semester with related activities</li> <li>• Protective Behaviours and other programs running in classes</li> <li>• Messy Mud Week on a yearly basis</li> <li>• Impact of clubs – numbers (clubs and students)</li> <li>• Cyber Bullying course/PL for students (upper primary)</li> <li>• Zones of Regulation program and approach in all classes</li> </ul>
<p>Community Partnerships</p> <p><i>The staff members have established effective partnerships with the school and wider community that lead to shared understanding and successful student outcomes</i></p>	<ul style="list-style-type: none"> <li>• Parents participate and build positive relationships with the school</li> <li>• Open two way communication between parents and the school</li> </ul>	<ul style="list-style-type: none"> <li>• Significant and increased parent attendance at Harmony Day event in 2018 and 2019</li> <li>• Increased attendance in parents' Cultural Club cooking sessions</li> <li>• School Facebook page established</li> <li>• Connect and email communication established for an increasing number of parents</li> <li>• Student Reports available to parents electronically via Connect</li> </ul>



## 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 2018, distributing the Semester 2 student reports **electronically**, via email.

### NAPLAN Results in 2018

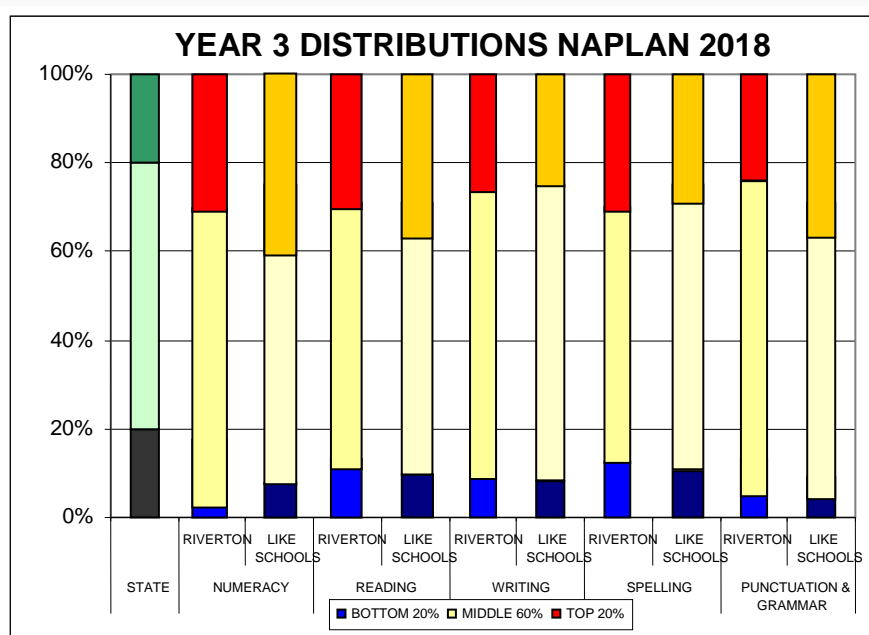
#### Percentage of students at or above the National Minimum Standard

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

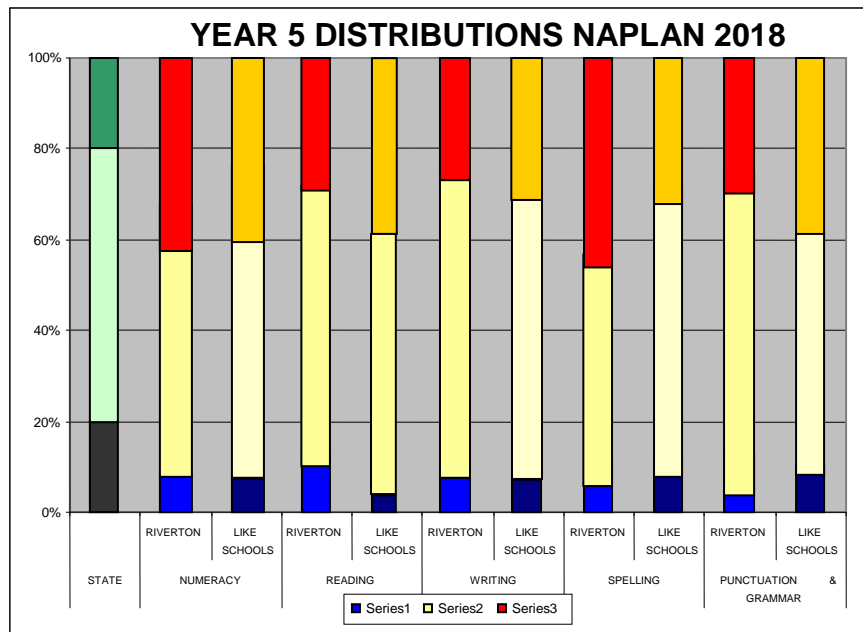
It is pleasing to note that very few, if any of the students fail to achieve the minimum standard.

#### NAPLAN Distributions

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 and 5), 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).



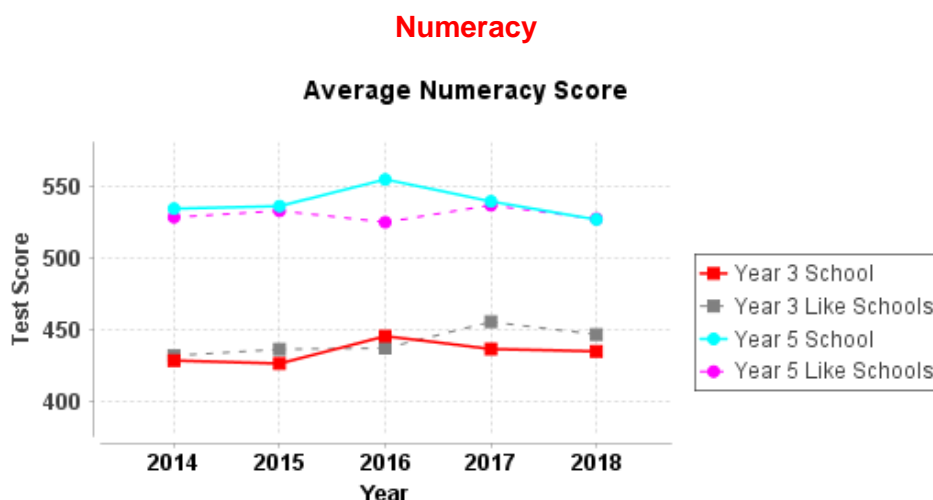
**Year 3 students** achieved **mixed results** in most areas, with a large percentage of the cohort scoring results in the top 20% of the state, but below comparable numbers of those of "like schools". Very few students performed in the bottom 20%. Whilst particularly adequate in **numeracy** (where 30% of the students performed in the top 20% of our state and only 4% students performed in the bottom 20%), the **writing performance** was of concern, with only 27% of our students in the top 20%. Whilst this compared favourably to the "like schools" results, we will need to focus on writing in the year ahead. the **reading** performance was stronger, with 30% of our students scoring in the top 20% of the state and a larger than expected 9% in the bottom 20%. This was weaker than the like schools' performance and will need to continue to be a focus in 2019 and beyond. Our students performed well again in **spelling** (with 33% of the students in the top bracket), with our distribution similar that of like schools whilst the **grammar** results distribution were weaker (only 24% of students in the top 20% across the state) and clearly below the performance of "like schools". Student performance in **punctuation & grammar** indicates a need to continue the focus on grammar, especially in the Year 3 area, and indeed across the school. We will therefore continue our focus on the area of **reading** and also in **grammar** in 2018, with additional support required in the area of writing.



The performance of the **Year 5** students was strong in **numeracy** in 2018, with 43% of students in the top 20% of the state's students. This was clearly once again above the "like schools" performance. However, the student performance in **reading** was weaker and was disappointing in comparison with other years, with only 29% of students in the top 20% of students in the state. This was below the "like schools" scores and distribution, and reflects the need to continue our focus on reading comprehension. A disappointing performance in **writing** was noted with only 25% of our students in the top 20% of the state, compared to a slightly higher number (31%) in like schools. The **spelling** results were once again **excellent**, with 45% of our students in the top 20% of the state, well above that of like schools. However, our **grammar** results indicated 29% of our students in the top bracket, below that in our "like" schools. The results indicate the need to continue with our school priority of reading comprehension, continuing our focus on grammar.

### 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 NAPLAN reading and numeracy tests, compared to those of students in other "like" schools over the period from 2014 to 2018.

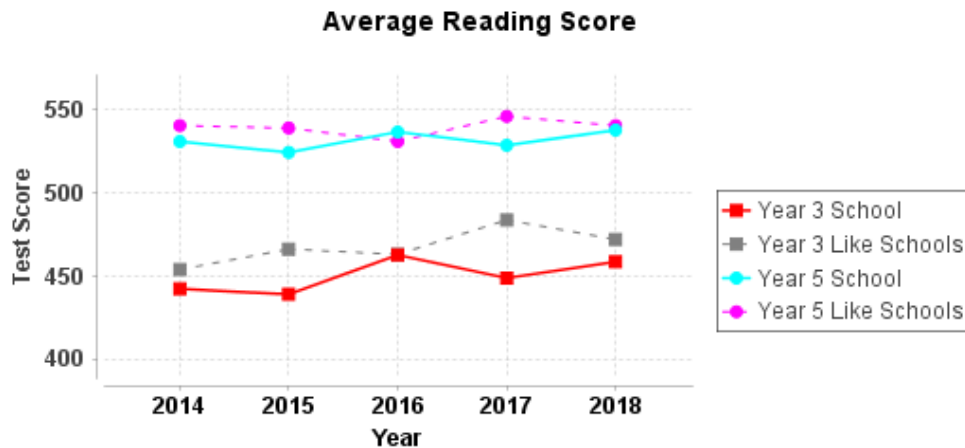


### Numeracy Analysis

Performance in **numeracy** has remained steady, and has risen slightly over time with students in **Year 5** achieving results above or at the level of "like schools" from 2014 to 2017. In 2017, the results for students at Riverton Primary School were similar to those of like schools. The result in numeracy in 2017 and 2018 was slightly lower than expected, although this latest decline is in line with "like schools" against whom the performance is the same. Over the past 5 years, performances of the **Year 3** students have remained consistent, whereby the cohorts maintained their average score, with slight gains from 2014 to 2018. The results are similar to those of the "like schools". A focus on numeracy will need to continue in 2019.



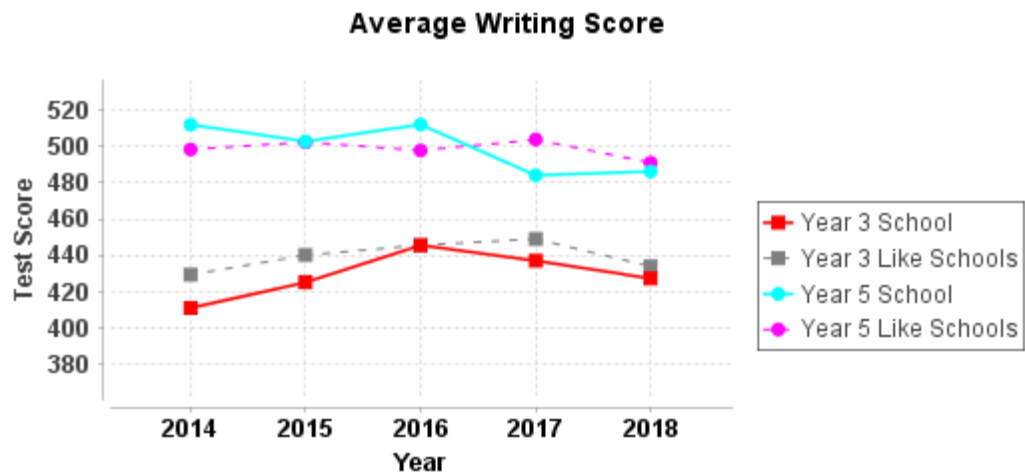
## Reading



### Reading Analysis

Over the four year period from 2014 to 2018, the trend in **reading** performance has been slightly upward for the **Year 3** scores, with a notable improvement in scores between 2017 and 2018. The **Year 5** scores have remained fairly steady over the time, with a slight rise in performance. A notable rise in performance in 2018 from the 2017 test resulted in the Year 5 performance being similar to that of the “like schools”. The improvements reflect the focus on reading in the school Business Plan

## Writing

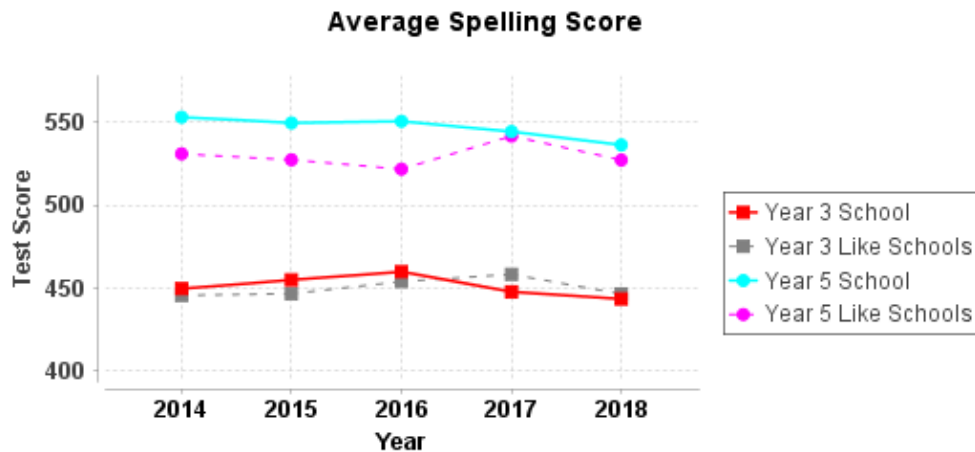


### Writing Analysis

Whilst the **Year 3 writing** performances have improved when comparing 2014 with 2018, more recently the performances have declined slightly since 2016. However, this is reflected in the general trend in “like schools”. The 2018 results indicate the Riverton **Year 3** students’ results comparable to those “like schools”. The 2018 **Year 5** performance in **writing** improved slightly from the 2017 score, but over the five year period from 2014 to 2018, the average scores have declined. The 2018 performance of the Riverton **Year 5** students is similar and comparable to those of “like schools”. This indicates the need for another focus on “writing” for 2019 and beyond across the school with careful monitoring of school performance in this area.



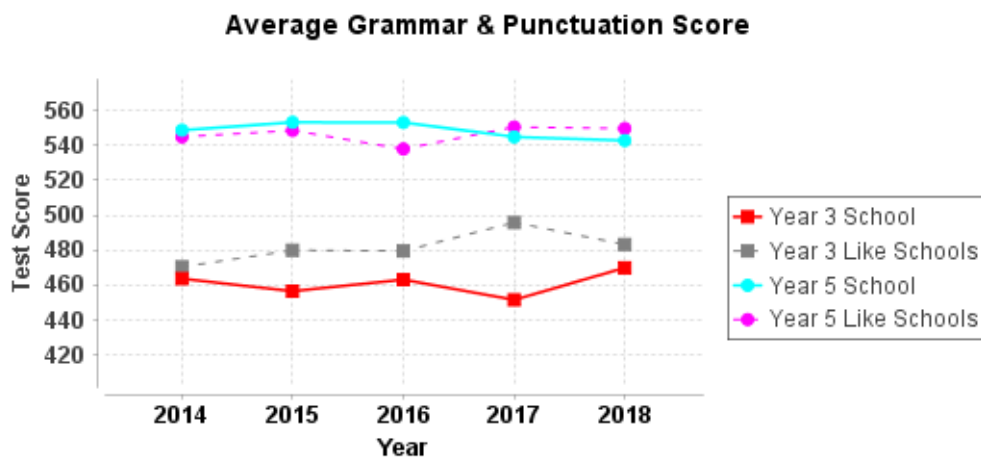
## Spelling



### Spelling Analysis

The **spelling** scores indicate that Riverton Primary students have performed at a level comparable to “like schools”. Over the past five years, whilst the **Year 5** scores have remained fairly consistent there has been a recent slight trend downwards, especially from 2017 to 2018. In 2018, the **Year 5** performance was comparable to and level with that of “like schools” whilst the 2018 **Year 3** performance remained similar to that of 2017, resulting in the scores being comparable to the “like schools” student performance. The trend over the five years for Year 3 spelling performance for students is an even one with scores remaining steady over the time.

## Grammar and Punctuation



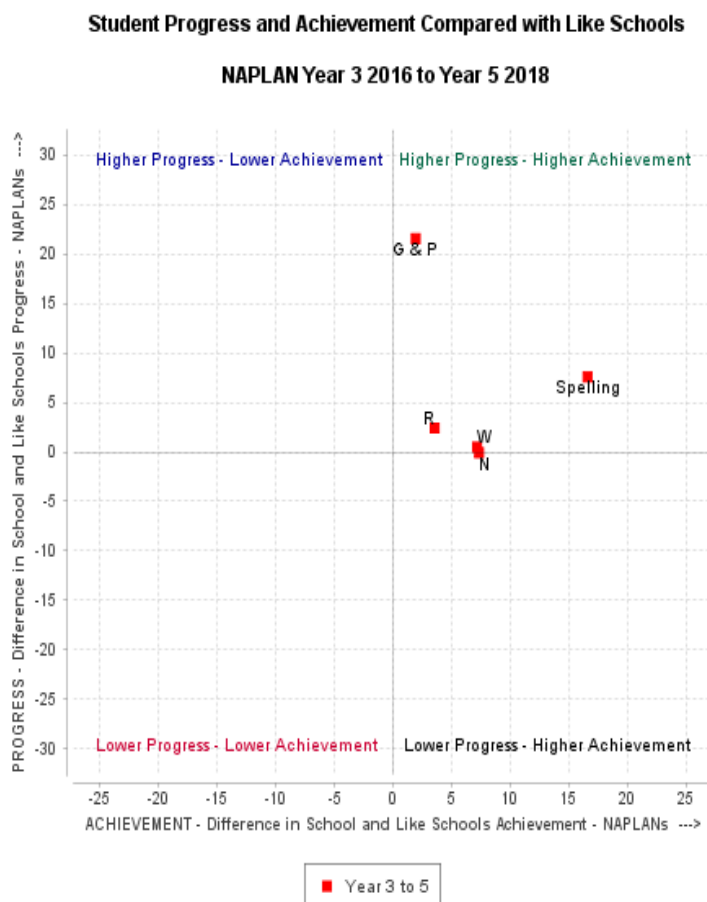
### Grammar and Punctuation Analysis

Over the past five years, the **Year 5** students’ performance in **Punctuation and Grammar** has been steady, with the performance of the Year 5 students comparable to that of students in “like schools”. The overall trend of decline in performance of the **Year 3** students from 2014 to 2017 improved from 2017 to 2018 with a marked improvement in performance in 2018. These gains may be in part reflective of the school focus on grammar in the language development program of the younger students over the past year. This area of **focus** will continue throughout **2019** with early intervention required 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 2016 to Year 6 in 2018. 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 “zero” (0) line. Comparison to that may place the cohorts to the left or right, or above and below. These form “quadrants”.



## Analysis of Progress and Achievement

The progress and achievement of the Year 5 cohort from 2016 – 2018 is represented in the graph. In general, the information on progress and achievement clearly indicates that student **progress** across all NAPLAN areas is clearly above or comparable to that of “like schools”. **Grammar and Punctuation** results indicate much higher progress than the “like schools” and also slightly higher achievement in Year 5 2018. This again correlates to the focus on grammar across the school. The results in **spelling** indicate both higher progress and clearly higher achievement than “like schools”, whilst an improved **reading** result indicates both slightly higher progress and achievement than “like schools”. This again indicates that reading and writing will be a focus across the school in 2018. Whilst **writing** and **numeracy** both indicate a higher achievement, the amount of progress indicated is similar to that of the “like schools”.





### Proposed Action for 2019

Based on an analysis of specific data from NAPLAN 2018 tests, school based assessment information and other material, the school continues to plan for improvement in identified areas of both literacy and numeracy.

Having constructed and amended the new School Business Plan in 2017, further development in these areas to complement the continued **implementation** and **consolidation** of the *Western Australian Curriculum* were undertaken. In 2018, the whole school *Operational Plans* were reviewed and adjusted to meet the identified areas of need, specifically with a focus on reading comprehension, grammar and problem solving. In addition, new whole school documents including “The Riverton Way” were created to describe and reflect the whole school approaches to literacy and numeracy.

Specifically, the following proposals have been made for 2019.

### Reading

- ✚ All classrooms to consolidate the common approach to “**intentional**” and “**explicit**” teaching
- ✚ Continued whole school reading strategies such as **guided reading** across all classrooms.
- ✚ Use of common “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, including **Maq Lit**.
- ✚ Continuation of the successful “**Words, Grammar, Fun**” language program in the **Kindergarten** and **Pre Primary** learning program in 2019
- ✚ Focus specifically on reading **comprehension strategies** across all primary areas, considering context and the levels of questioning
- ✚ Target specific reading and language development strategies for identified EAL/D students
- ✚ Provide resources and support for EAL/D students in kindergarten and Pre Primary classes

### Spelling and Language Conventions

- ✚ Develop common spelling strategies and assessment tools across the school
- ✚ Focus on strategies to explicitly teach grammar and language conventions to students from Years 1 to 6
- ✚ Teachers to explicitly introduce and teach rules and concepts as outlined in the **whole school literacy scope and sequence plan**.

### Writing

- ✚ Establish and implement clear writing strategies such as “timed writing” from the Whole School Literacy Plan
- ✚ Continue to expand and embed “**Brightpath**” as a tool for assessing writing across the school
- ✚ Focus on establishment of writing skills using technology across the classes to consolidate skills required for **on-line** NAPLAN
- ✚ Focus on support for EAL students in early years of writing, using established strategies
- ✚ Collaborative teams to plan and implement common writing tasks for moderation

### Numeracy

- ✚ All classrooms to have common approach to “intentional” learning
- ✚ Introduce and use “**ReSolve**” program to assist in the school wide focus on “problem solving” across all year groups
- ✚ Maintain the “**Prime Maths**” program and materials to assist in the continuation of across the school in 2019.



## Words, Grammar & Fun Program 2018

During 2018, Riverton Primary School ECE continued to be involved in an oral language program called **Words, Grammar & Fun (Kindy Phase 1 & Pre-Primary Phase 2)**. Words, Grammar & Fun (WGF) is a collaborative, school based oral language program which aims to develop the semantic and grammar abilities of primary school students.

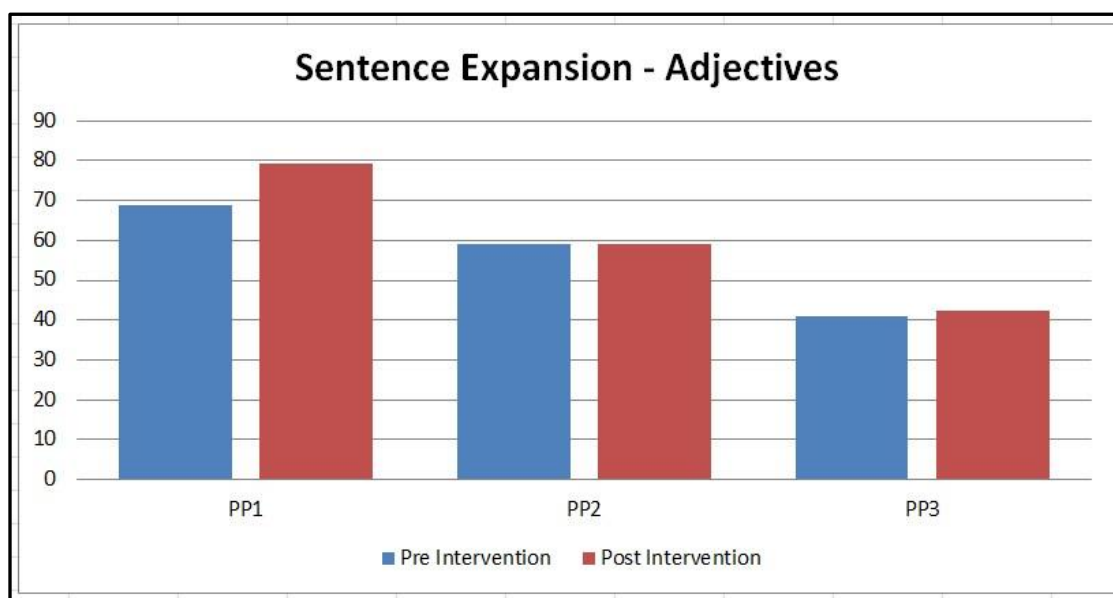
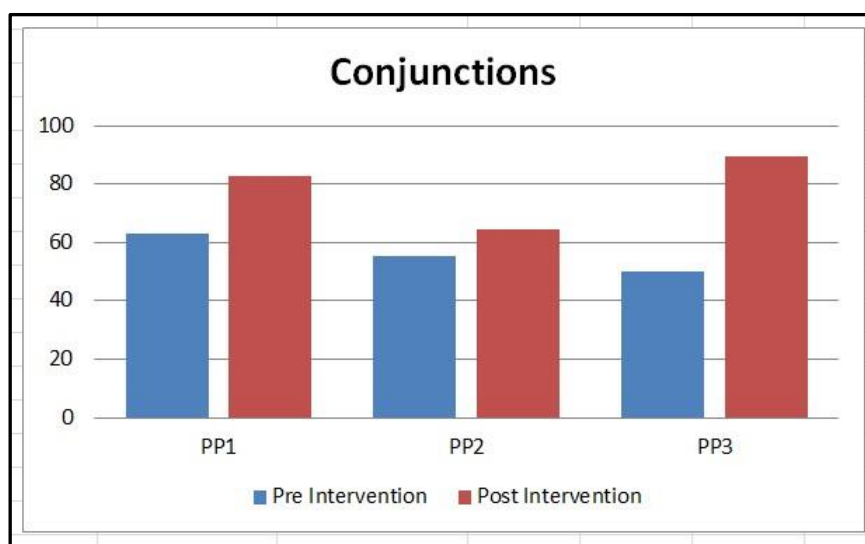
Language and communication are universally recognised as some of the essential building blocks for children's educational, social, and vocational development. Without appropriate oral language skills students will struggle in their attainment of reading and spelling.

Students participated in group sessions twice per week during Terms 2 and 3. Following the completion of the program, students were reassessed using the Words, Grammar & Fun Assessment.

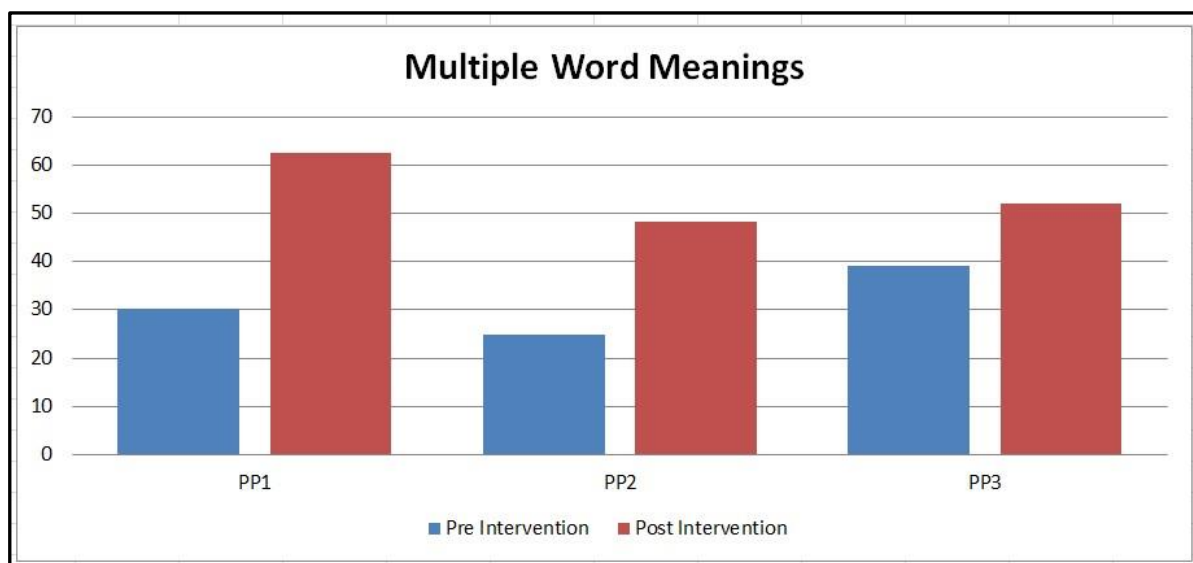
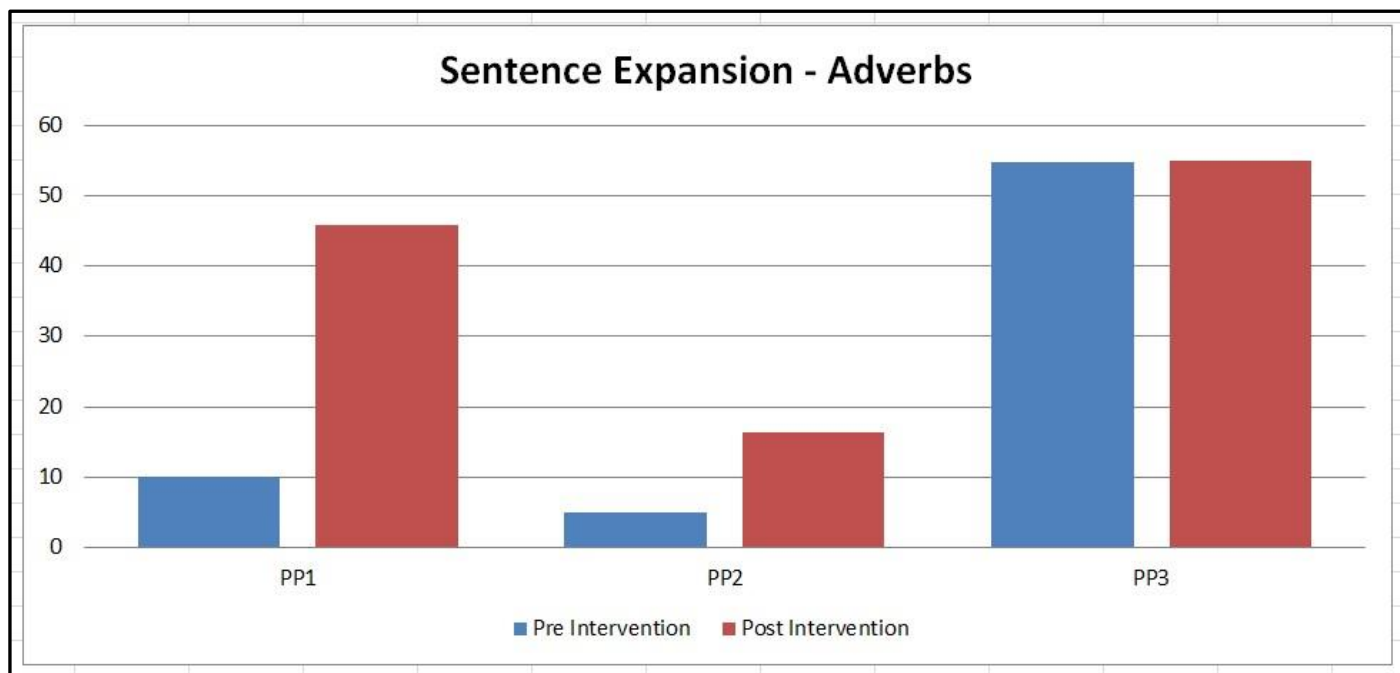
Previous positive results have supported the continuation of the program through Kindy. The Pre-Primary students from 2018 are featured in the information below and participated in their second year of the WGF Program. The results are a comparison of all three Pre-Primary units.

Target Area	PP1		PP2		PP3	
	Pre	Post	Pre	Post	Pre	Post
Conjunctions	63.2%	82.6%	55.4%	64.3%	50%	89.4%
Sentence Expansion (Adjectives)	68.8%	79.2%	58.9%	58.9%	40.8%	42.5%
Sentence Expansion (Adverbs)	10%	45.8%	5%	16.4%	54.7%	55%
Synonyms	18.3%	60%	22.9%	47.1%	32%	56%
Multiple Word Meanings	30.2%	62.5%	25%	48.2%	39.2%	52.1%
Vocabulary	16%	24.3%	5.4%	19.9%	16.1%	37.5%

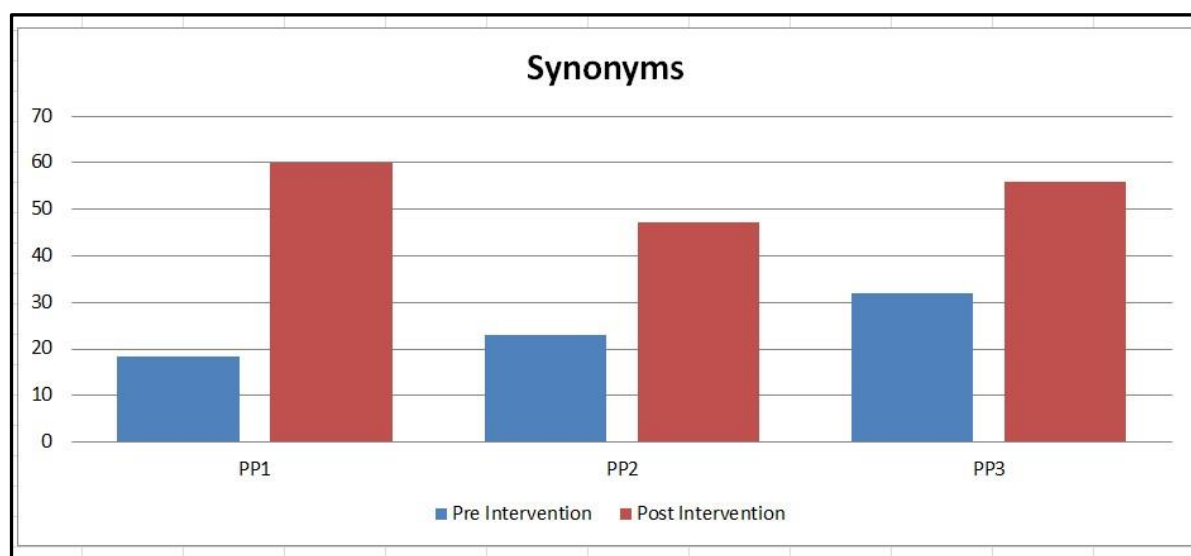
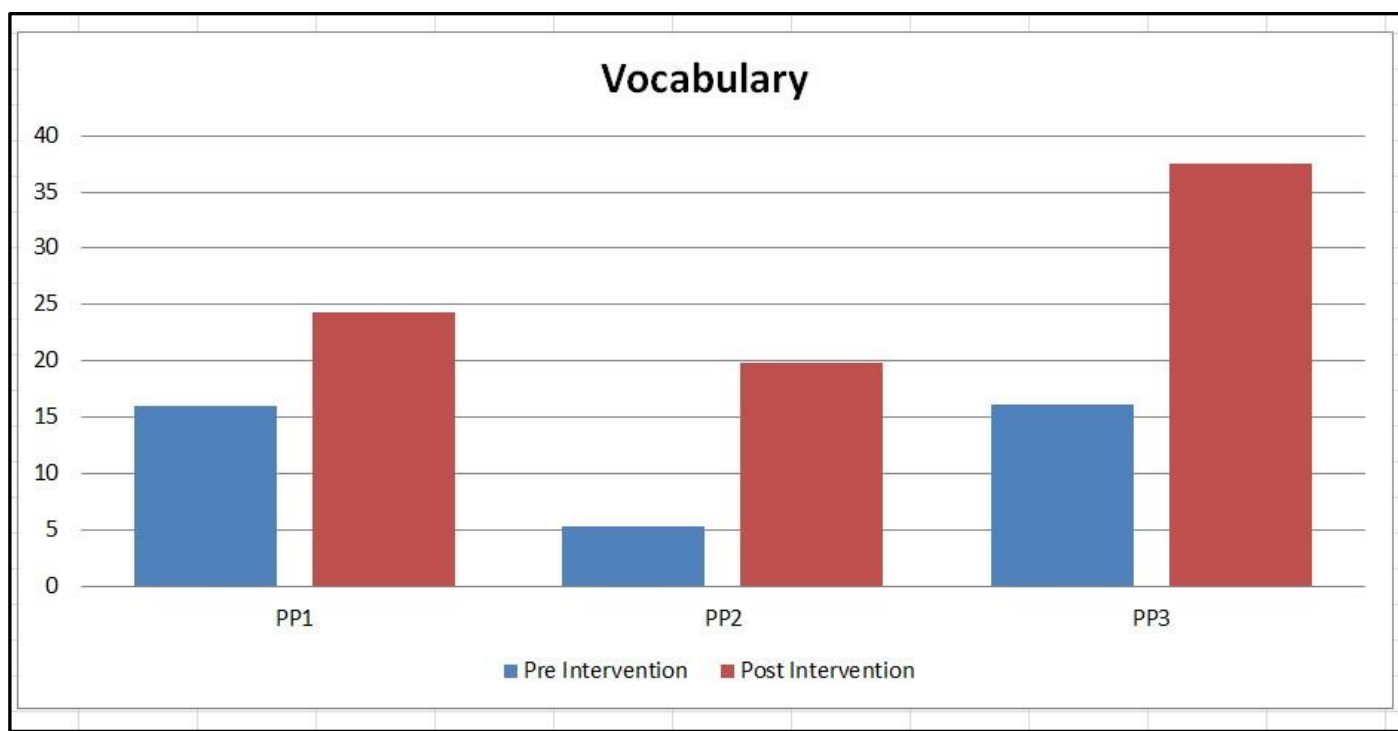
s



-







## **Recommendations**

- Continue to target the use of conjunctions, adjectives and adverbs in sentences for any class with a score of 80% or less, through explicit teaching and generalisation activities.
- Continue explicit vocabulary instruction (inclusive of multiple word meanings and synonyms) for any class with a score of 80% or less during shared book reading and generalisations activities.



## 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 2 – 6 for 60 minutes per week. The programs focus on developing students' communication skills and understanding of the Japanese language and culture, including Japanese history, various festivals, aspects of everyday life in Japan and contemporary issues. Students regularly use a bank of 20 iPads and 30 laptops to build vocabulary, record speeches and to practice Japanese writing and reading skills. Music, art, drama, folktales and cooking are also incorporated into the learning experiences.

Special Japanese events in 2018 included

The enjoyment of a Japanese garden as an extended learning environment and lunch time retreat in the courtyard attached to the Japanese classroom.

Visiting Japanese Language assistant during Term 1 to help senior students with small group oral language and reading practice.

Language Perfect World Championships entrants earned 29 awards and, as a team, Riverton PS won 1st place in the JLTAWA division for the fourth consecutive year)

JLTAWA Calligraphy competition in which all Year 4-6 students competed. Three students performed well in their interschool heats.

A Japanese Culture Day incorporated 20 activities, such as traditional arts, contemporary Butoh Theatre, calligraphy, dance, sports, games and costume dress-ups. Modern culture was included in anime drawing, origami, dance sessions and other activities. The day included 2 visiting teachers who helped with special activities and a Japanese obento picnic lunch.

The lunch time Japanese clubs enjoyed origami, games and exploring different types of Japanese theatre and drama, including The Ninja Bread Man and Bunraku Puppetry.

Introduction of Year 2 Japanese Language program in 2018. Students especially loved the 'How to become a ninja lesson'.

Shibori workshops successfully completed by Year 2, 3 and 4 students.

Photos, videos and a range of student work are shared with the school community via the newsletter, school website, See-saw app, Classdojo app, assemblies, classroom and office displays and on Parent Open Night. Japanese language and culture resources available on Sensei's website. There is a high level of enthusiasm, a sense of play and academic achievement in Japanese by the majority of Riverton Primary school students and the program is well respected by the teaching staff and parent community.



## **The Arts – Music**

In 2018 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 2018 our school instrumental music program continued with violin and viola from years 3-6, cello for year 4-6 and flute, clarinet and brass for year 5 and 6. We also continued our string ensemble in 2018. They performed at several school assemblies and an orchestra competition over a weekend. In 2018 we were able to get permission to add double bass to the S.I.M. instruments offered at Riverton starting in 2019. This will add a new level of complexity to our school orchestra.

The school continued running choir before school. The choir is comprised of students from years 3-6. For the first time the school choir took part in "One Big Voice" which is a performance at Perth Arena in front of more than 10 000 people. They also performed at 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 and artistic talents.

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

We were able to add 12 keyboards to the school's instrument resources in 2018 enabling us to broaden the skill and experience levels of our students.

## **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 sport competitions.
6. To increase the activity level of students who tend to be mainly sedentary.

We aim to achieve these objectives by providing a quality Physical Education program. A major part of this, is exposing the children to a large variety of sports and games to allow maximum participation and engagement for the students.

In 2018, 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), Yoga and Table Tennis.

Other programs during the year included: a two-week swimming program and a dance program conducted throughout Term 2 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.

In 2018, we reviewed and re-set a morning fitness program. The program was implemented 4 days a week for 10-15 minutes at the beginning of the school day. The program was driven by current research indicating that regular physical activity/movement has a positive impact on student learning and their test performances/results. The research also indicated that physical movement helps in the reduction of mental health issues.

The Year 1 and Year 2 students were provided with learning experiences focussed on fundamental movement skills such as catching, throwing, running and balancing and were taught in a fun and engaging, game orientated format.

The Year 3 and Year 4 students were introduced to modified games like cricket, Tee-Ball (striking/fielding), soccer, netball, hockey and football (Invasion games) and tennis and volleyball (net/wall games) 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 2018, Riverton PS participated in the following Inter-school carnivals: Cricket, Tennis, Basketball, League Tag, Football (AFL), Netball, Hockey, Soccer, Cross Country, and Athletics.



We achieved outstanding results in the inter-school sport 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.



At the end of 2018, Riverton Primary School was awarded Third place as the “Most Active Primary School Award in Western Australia” at Crown. This is a clear indicator that our students love their sports and 2019 is going to be another successful year for Riverton Primary in Physical Education.

With all the successes mentioned above, we believe we are achieving the goals of the Physical Education program at Riverton Primary in creating lifelong learners, who have a positive attitude towards Physical Education.

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

### Introduction

The Riverton Primary Campus deals with a number of students from diverse backgrounds, with **35 different language groups** being represented. The total number of EAL students on the program at the end of 2018, including students from Kindergarten and Pre-Primary, was **137 total, 110** actually seen. From this time last year, the numbers have decreased.

The EAL staffing allocation remained the same in 2018. 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. Margie worked with the early years (Kindy and Pre-Primary), Janelle the junior phase (Yr1 - 3) and Emma across all phases from junior, middle and senior phases (Yrs 1-6). Natalie Smith took over Janelle Jeffery's role as the coordinator of EAL/D from Term 3 onwards.

### Student information

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 level ‘D’ or below in their semester report are also reported on 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.

### Overview of EAL Program

#### 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 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 2018 The continued 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. In 2018 parents obtained access and the feedback was positive. The iPads were also used to help develop oral and written language using book creator app to retell stories.

#### Writing

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

Phonics and Sentence Writing: Year 1 focus area using Twinkle, Letters & Sounds, RML, Magic 100 Words, Magic Boxes Spelling, Lego Education and ipads. Also many games and hands on activities.

Genre Writing: Years 2 and 3. Parallel lessons focusing on specific text types to mirror those taught in the classroom.

### **Reading**

#### *Cooperative Reading*

For the senior students, cooperative reading 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 write questions based on the role assigned them for homework. These questions are then discussed, answered and recorded in Seesaw during class time. Students also read aloud a chosen passage they have pre-read. During class, the teacher also models reading and how to think about the different roles.

#### *Decodable Readers*

The Year 1 students regularly used readers from the Dandelion series and Fitzroy Readers to enable students to blend and segment. A Sound Way Program: A focus on first sounds, end sounds and rhyming.

Spring into Comprehension: This was a new series purchased by the school. It was used with several EAL groups this year and it has been very useful in teaching reading skills.

Toe-by-Toe: This remedial reading program was purchased to be used with a specific student who was struggling to read using other methods.

#### *MacqLit*

During 2018 MiniLit was implemented for identified Year 1 and 2 students. The program was implemented in a small group setting three times a week. Each session ran for 50 minutes. Some of the students will continue the MacqLit Program during 2019 and become part of the MultiLit Program.

During 2018 MiniLit was implemented for identified Year 1 and 2 students. The program was implemented in a small group setting three times a week. Each session ran for 50 minutes. Some of the students will continue the MacqLit Program during 2019 and become part of the MultiLit Program.

### **Program Management**

Those students selected to participate in the EAL program for 2018 were evaluated according to their EAL Progress Map Level. Those students, level 4 and below, across all four modes were accommodated for. Whether the support received was one-to-one, in a small group setting or within the mainstream classroom was decided depending 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 were 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.

### **Organisation of EAL in the school**

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 planned the most efficient teaching model for the students in their specific classroom. 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.

### **Teaching and Learning Assessment Practices**

During Terms 2 and 4, the EAL teachers and mainstream classroom teachers held collaborative meetings to plot the EAL students on the ESL Progress Maps. Those students, who received a level 'D' or lower in their semester school report, were also reported on using the Progress Map Levels. All students on the EAL Program were assessed using the Progress Map Levels in collaboration with mainstream staff. Those levels were recorded on the EAL Matrix saved in the school shared drive for all staff to access.

#### Reading A-Z Running Records:

Selected students' reading acquisition were assessed using the A-Z Running Record to enable staff to understand their reading level at the beginning of the semester and at the end to inform reporting.

First Language and Beginning English Assessments: As new students arrive to the school they are assessed using the age/EAL ability specific assessment kits. This can then be used to later measure the level of attainment in EAL throughout the year.

EAL Cluster Meetings: The Riverton EAL teachers have both hosted and attended the EAL cluster meeting within the network. This allows the opportunity to discuss what services are being provided in the different schools and the strategies, assessment tools and resources that different schools are using.

## **Parent Community Interaction**

### **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, mapping, learning dances, learning some language, craft activities and more! When parents were unable to come activities were planned by Emma.

### **Harmony Day 2018**

Harmony Day 2018 was a big success. This year we had a Colour Fun Run to celebrate Holi and Harmony Day combined. Money was raised for Cultural Incursions and for Save the Children Charity. Additionally, a power point was sent out to all teachers addressing what Harmony Day is and what it represents; it then suggested various activities that the teachers could undertake.

We invited all the parents in for our Harmony Day picnic and a cross cultural meal was provided by the canteen.

## **Recommendations**

### **Program**

- Continue the FTE for 2019 to accommodate the student numbers.
- Refrain from assisting fee-payers until the parents have agreed to pay for EAL lessons prior to enrolment.
- Use the Australian Curriculum to guide and provide themes to support what is learnt in the classrooms
- Target all genres of writing
- Target reading comprehension
- Continued support for K-1

### **Community**

- Continue the Cultural Club in 2019
- Provide an early years Parent Group in 2019
- Continue to raise awareness of the EAL community by organising Harmony Day activities to promote multi-culturalism
- Inclusion of EAL staff in whole-school curriculum planning meetings

### **Assessment**

- Reassess and amend the EAL Enrolment Policy and assess newly arrived students to the school
- Continue to assess all students on the EAL program from K-6 using the EAL progress maps
- Record student data using the EAL matrix
- Report on EAL students, using the EAL Progress Maps, who are the receive a D or below in English

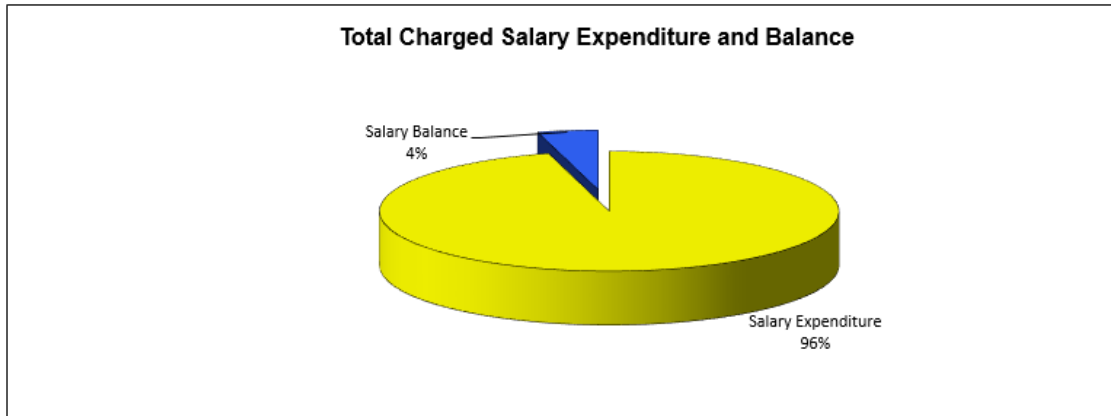


## Riverton Primary School -2018 Financial Report

### Student Centred Funding and One Line Budget

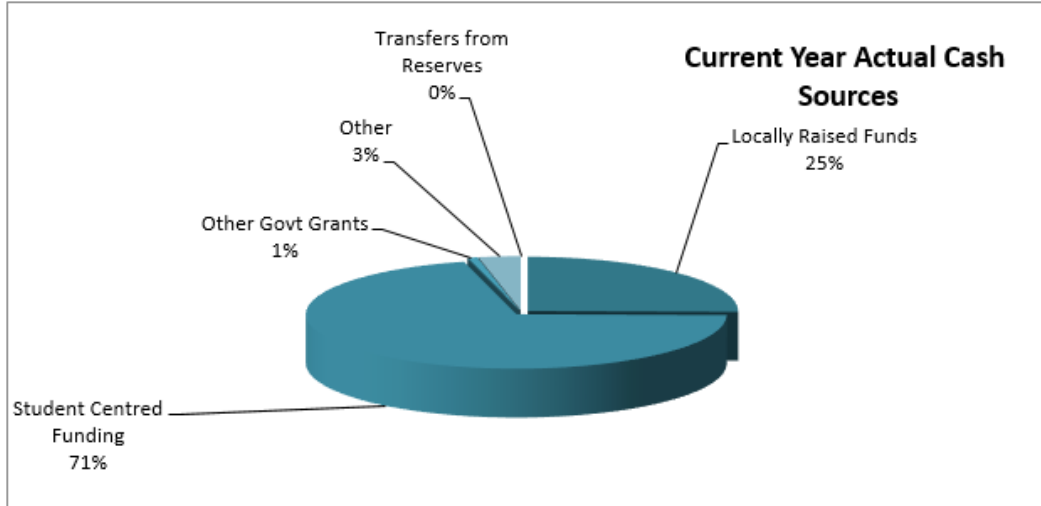
In 2018 the Riverton Primary School One Line Budget Allocation was \$5 183 344. This total includes \$272 688 carried forward from the 2017 allocation. A total of \$403 906 was transferred to the Cash Budget, leaving the Salary budget balance of \$5 052 086.

From the Salary budget, \$4 737 480, (96%) was expended leaving \$214 906, (4%) carried forward into 2019. The total carried forward included \$63 000 of Riverton-Rossmoyne Network Funds, that is managed by Riverton Primary School.



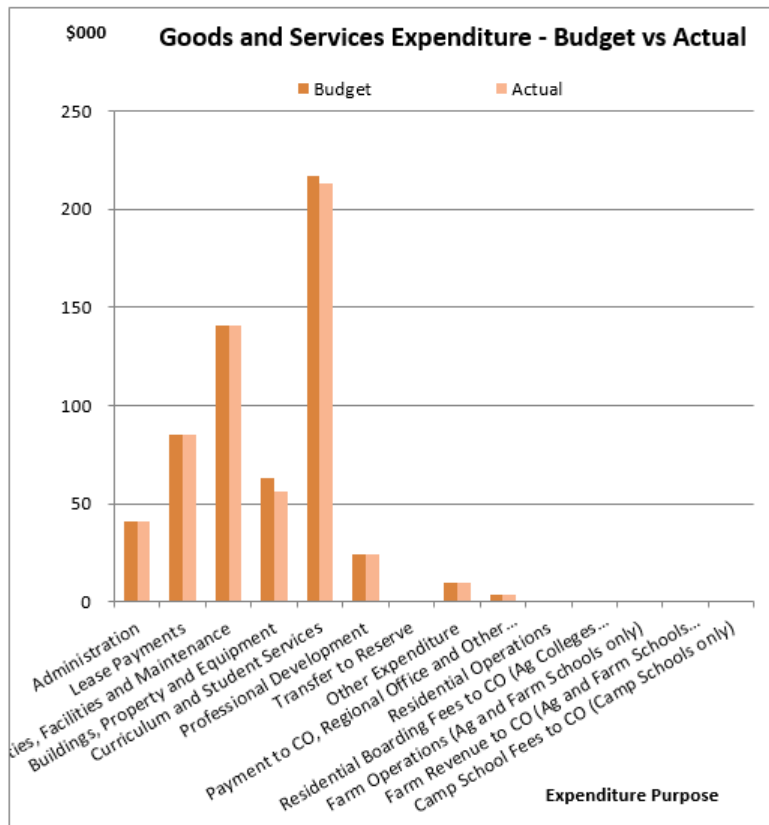
### Cash Budget Overview

The cash budget opened with \$24 024 carried forward from 2017. Throughout the year \$575 543 was received. This includes the \$403 906 transferred from the Salary Budget.

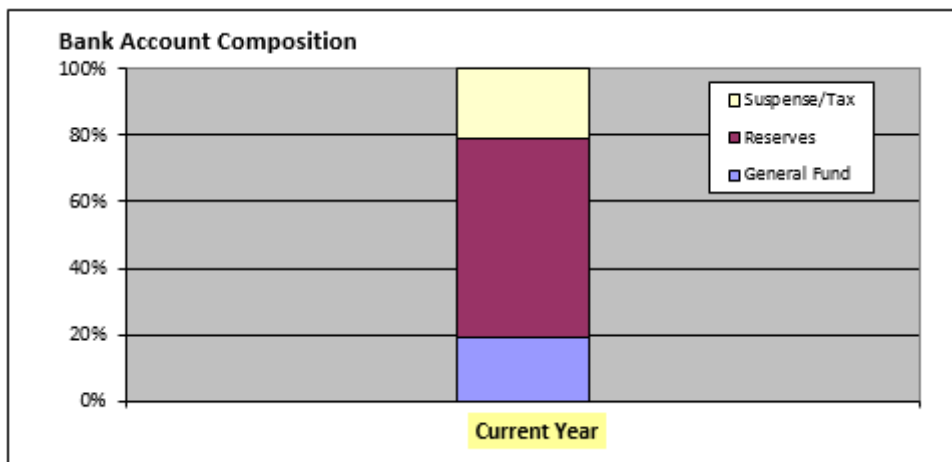


A total of \$573 222 was expended leaving a balance of \$26 345.

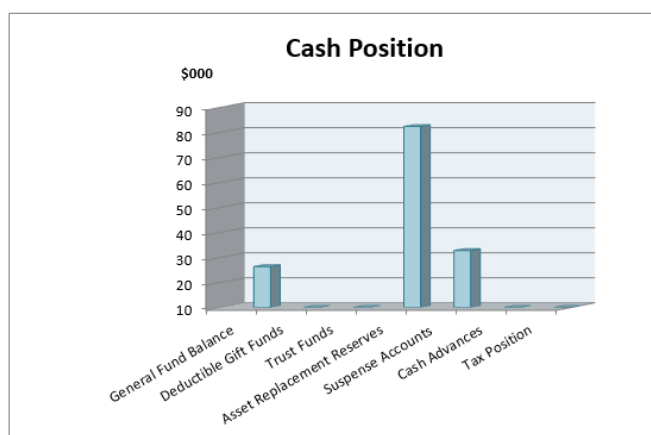




The Reserve accounts totalled \$82 333, Advance Accounts \$400 and the Trust and Suspense Accounts held \$32 741. The tax position was \$3 624.



The Cash Grand Total at 31/12/2018 was \$137 395



## Voluntary Contributions and Charges

The 2018 Voluntary Contributions were set at \$60 per student. Parents were offered the choice of making a bulk payment to cover all the contributions and charges, or to pay as activities became current. Payment Plans were offered to families to assist with their financial commitments.

Parents had the option of paying the Voluntary Contributions through the Personal Requirements List supplier, or directly to the school. The Personal Requirements List supplier, Ziggies, collected \$3 414 P&C Contributions and \$7 950 Voluntary Contributions on behalf of the school and P&C Association. These funds were transferred to the school in February 2018.

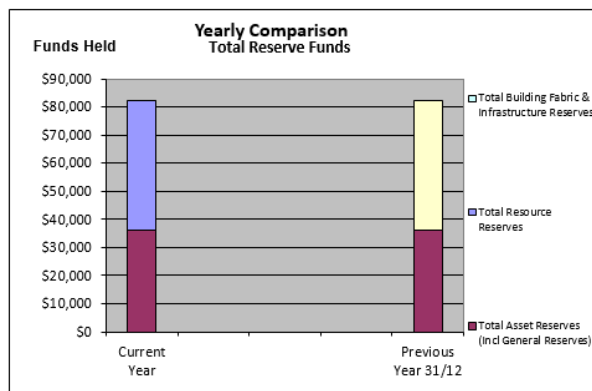
The Voluntary Contribution rates for 2018:

- Kindy 80.83%,
- Pre Primary 87.66%,
- Years 1-6 79.04%
- Whole school collection rate of 80.29%

A total of 98.85% of Extra Cost Optional Charges were received.

## Reserve Accounts

In 2018 there weren't any funds transferred from the reserve accounts, or into the Reserve Accounts, leaving the total in reserve as \$82 333.



## Leases

The lack of funding movement within the reserve accounts reflects the decision to lease the majority of devices and equipment within the school. The advantages of leasing are that the equipment remains up to date and under warranty during the leasing period. It allows the school to provide a greater quantity of student devices, than if they were purchased outright.

At the end of 2018 the following equipment was leased by the school:

- 145 iPads
- 17 Edu touch Interactive LED panels - Classrooms
- 90 Probook Laptops
- 36 PCs
- 40 Notebooks

The total lease expenditure in 2018 was \$80 966.00.

## Utilities

Utilities expenses for 2018 totalled \$87 550.00:

- Electricity \$33 106
- Gas \$ 5 977
- Water \$40 511
- Rubbish Removal \$ 7 957

## New Initiatives

- As a trial, a L3 Network Support Officer, was appointed on a shared basis between Bull Creek Primary School, Rossmoyne Primary School and Riverton Primary. The cost to Riverton Primary School for a L3 Network Support Officer, 0.4FTE was \$33 334 for a one-year period.
- In response to internet congestion within the school, the option to purchase additional bandwidth was undertaken. The additional bandwidth costs \$12 000 per year, for three years.
- In a bid to curb the costs and waste associated with printing and photocopying the Paper Cut system was introduced in July. The implementation of Paper Cut cost \$5 248.

## 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. Professional Learning was undertaken on “Leading School Improvement” by the leadership team and a team of middle leaders in 2018. 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 current school priority being on the development of a professional learning culture, the establishment of peer observation and coaching practices continued in 2018, providing more 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
- attendance and involvement in special events such as Harmony Day
- attendance at regular events such as the EAL/D 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 2018 grew and continued to be 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 early 2019, with very positive feedback received from both parents and staff members. Feedback received from parents in 2019 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 feel safe and like being at the school (88% responding that they agree or strongly agree with this)
- Parents believe they can talk honestly and openly to teachers about their concerns and their children’s progress at school (88%)
- Teachers at Riverton expect each student to do their best and care about them
- Riverton Primary Campus is well maintained, operates effectively and looks for ways to improve (80%)
- Parents would recommend this school to others (80%)



## The School Board

Riverton Primary Campus Board is well and truly established, and this past year involved building on community members' knowledge of school management, promoting community engagement and identifying specific needs of our school.

School Board meetings were held twice each term, on the third and ninth week of each school term. These meetings over the last year have centred on four key areas;

### *Ongoing Education for Community Board Members to understand the nature of our campus*

- At least once a term a staff member was invited to address the Board to share how they worked with the school to promote the successful implementation of the business plans.
- A number of board members attended different professional development opportunities to broaden their understanding of school operations and broad range of demands on school staff.
- The Board visited a classroom to learn about how the physical layout of a space can promote positive learning opportunities.

### *Ongoing reflection and revising of the Business plans for both Mainstream and Education Support Centre*

- The Board continues to revisit both school business plans to ensure each represents our priorities of inclusion, excellence in teaching and learning in line with Education Department priorities.
- Department of Education representatives will be visiting our campus later this year to assess how the schools' are progressing in meeting the goals of each plan. The Board will continue to provide a place for reflection and accountability through asking questions; reviewing assessment data and targets; and through presentations from staff on new teaching practices. This will prepare the administration staff for a successful Departmental review.
- The Business plans are available via our website for all to read. It is important to note that the Business Plans are working documents and may change as knowledge and needs at the school change.

### *The School Canteen Revitalisation*

- The Board was informed of the need to prepare for canteen refurbishments in the foreseeable future.
- It sought advice from an independent contractor as to the cost of this refurbishment and compared this to a Department of Education contractor quote.
- It was determined to assess to what extent the school community values the canteen. It conducted a survey with the school community which established a strong desire to keep the canteen.
- At this time the Board is working with the P&C to develop strategies necessary to fund the minimum \$75,000 refurbishment that is required.

### *Continued focus on Inclusion*

- In 2018 the School Board and all school staff helped develop the new House System, as opposed to the former faction teams, as way to celebrate the achievements of every child. The House system falls in line with our desire to refresh the Primary Campus image and provides the opportunity to celebrate our children's achievements, be that on the sporting field, in the classroom or on the playground. The final assembly of the year will see the House with the most points be awarded the Bardan Award. Bardan is the Noongar word for spirit.
- The inaugural father and child/ren sleep-out was a great success and encouraged father and other significant male role models to participate in a school activity as a way to form new friendships and contacts within our school environment.
- Our new Deputy Principal Mrs Rebecca Lewis presented the way the new Gifted and Talented programme would be trialled. Mrs Lewis shared how this programme will meet individual needs of students within a classroom context, how the teaching structures can benefit all children and how the programme can fall in line with our inclusion goals.

Francene Quinn a long time school council and board member retired from the board in June 2018 after 4 years of service. Her time and commitment to our school is much appreciated. The School Board welcomed Leesa Santa-Maria to the team.

We look forward to 2019, the challenges it will bring and celebrating 70 years as a wonderful school. To this end we will use this significant anniversary to work with the wider school community to further enhance Riverton Primary Campus. The School Board wants our school to continue being an inclusive place of learning that promotes the development of the whole child. Your support is much appreciated.



## HIGHLIGHTS OF 2018

### Term One

#### **Zones of Regulation Professional Learning**

Early in the year staff engaged in the Zones of Regulation professional learning.

Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.

The curriculum is designed to be taught by anyone who works with students who struggle with self-regulation. We want our students to be independent and socially capable individuals with a bank of strategies to assist them with self-regulation.

#### **Harmony Week**

As part of our annual Harmony Week celebrations and activities, we hosted our tribute to the Indian “Holi” festival, with the “colour explosion” on the oval. Our students, from Kindergarten through to Year 6, who had been fundraising for the event, took part excitedly and enthusiastically, moving through a number of “stations” whilst experiencing the colour explosion and lots of water. The Canning Vale Fire Station truck attended and provided some water and lots of fun for the participating students. A rainbow of colours adorned the shirts of the students and much laughter and enjoyment was had by all.

The Harmony Day picnic was again really well attended by the families and friends of the students who came along and enjoyed a picnic lunch on the lawn near the stage, with many of the children wearing their traditional clothes from the many different countries of origin.

Days like this truly remind us of the amazing Riverton community which loves to celebrate the diversity of culture, food and language which connects us all.

#### **GRIP Leadership Conference**

The GRIP Leadership Conference was a highlight for our Year 6 student leaders and sports 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. It was an informative and motivating day for the students.

#### **Year 6 Camp**

The Year 6 students attended the Year 6 Camp at Point Peron in April and had a fantastic time, enjoying the weather and all the 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.



#### **Pink Stumps Cricket Match**

One of our Year 5 students worked tirelessly to raise funds for the Jane McGrath Foundation by holding a Pink Stumps cricket match at the campus. He organised the matches and on the Friday afternoon the parents and some teachers took to the field to play our students, in what were pretty warm conditions. A great deal of fun was had by all the participants who then enjoyed a BBQ afterwards. Many parents, teachers and students attended the afternoon. We appreciated everyone's effort in supporting this event and donating to the Foundation.

#### **Father and Children Sleepover**

The School Board, as part of its support for strengthening community partnerships, held a Father and Children sleep over on a Friday night at the campus. It was particularly well attended by a large number of dads and their children, who enthusiastically set up their tents, enjoyed a BBQ dinner and spent the night under clear skies and the stars on the campus oval. It was enjoyable to watch the tents go up, as problem solving came to the fore, alongside the excitement of the children who were spending the night. In the morning, the participants enjoyed a breakfast before heading off to start their weekend at home! Feedback was overwhelmingly positive and indicates the success of the night. These events are important to a school community and certainly have a role in forging strong relationships across the school community.

### **Girls Soccer Competition**

We are proud of our Girls' Soccer team who participated in and won the Interschool Soccer competition held at Parkwood on Thursday 12<sup>th</sup> April. It was a fantastic effort from all our girls who competed and they are all to be congratulated on their outstanding performance and wonderful representation of the campus.

### **Academy Plate School Tennis Championships**

Towards the end of the term, our boys' and girls' tennis teams participated in the Academy Plate School Tennis Championships at Alexander Park Tennis Club. All our competitors were wonderful ambassadors for the campus and all played enthusiastically, doing their best. Well done to all the students involved.

### **Wellness Week**

This year Wellness Week and Harmony Day combined at Riverton, with activities across the week designed to celebrate our diversity and highlight the need for everyone to maintain their health and wellbeing. We began the week with a flock of "wellness fairies" meeting the students when they arrived at 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. The week culminated with the Down Syndrome Awareness Day when students were able to enjoy some cupcakes at school. With wellbeing as a priority, our school has scheduled a Wellness Week each term.

## **Term Two**

### **Anzac Day**

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 Student Leaders who explained the reason why we commemorate Anzac Day.

This particularly important event that remembers all those who have served and fallen for our country was completed with respect, aplomb and effectiveness by our capable and talented school leaders who stepped up and took on the important roles at the assembly. Lest we forget.

### **WA State Soccer Finals**

Our girls' soccer team competed in the School Sports WA State Soccer Finals and excelled themselves by winning the championship. It was a fantastic achievement for the team especially when one of their team members was awarded the Most Valuable Player Award for the whole championship. The atmosphere on the night was electric and really exciting. Our girls played their hearts out, supported enthusiastically by a large group of parents and family members who cheered constantly throughout the three games the girls played. Talented and enthusiastic, our girls, fresh from winning the regional interschool competition, competed strongly, played as a team and gained the ultimate reward for their efforts.



### **Book Fair**

Our very popular annual Book Fair was held in June and a number of parents, family members and students have taken the opportunity to purchase books and related items. Based on the money paid, the school received a percentage of the funds to directly acquire books for the school. The event was thoroughly organised, very successful and enthusiastically supported by parents

### **Jump Jam**

During the term our young students from Years 1 to 3 enjoyed the visit of "Jump Jam" to the school. Music, dance and movement are all vital and important strategies for our health and the students responded enthusiastically, participating and having fun.

### **Sing Festival**

The school choir performed in the 'Act-Belong-Commit' Children Sing Festival at the Octagon Theatre, at the University of Western Australia. The festival ran over 4 days from the 12th to the 15th June with 9 sessions in total. Our students performed in one of the sessions. This exciting choral festival offered students the opportunity to perform in a magnificent venue and before an audience of 500 students and parents.

### **Gardening Week**

During Gardening Week our classes focused on the vegetable garden, the herb garden and the planting of native flora that would provide some great “bush tucker” for the school. Students in our classes participated in weeding and planting, completing maintenance jobs in the gardens, as well as painting and doing art work in the vegetable garden area. The end result was that it looked really fantastic and became a great learning opportunity for our students as they worked collaboratively to organise, plant and harvest the produce.



### **Winter Carnival**

The annual Interschool Winter Carnival was held on Tuesday 26<sup>th</sup> June with our campus being represented in football, soccer, hockey and netball. Our representatives all tried their best with great performances in the football competition, where our team was runners-up. Everyone represented our school positively and demonstrated great sportsmanship. Success and enjoyment in these carnivals is due in no small way to the efforts of those teachers involved and we appreciate their hard work.

### **Dance Concerts**

The PP-Year 5 students participated in a series of 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. In front of a very large and enthusiastic crowd of parents, families, friends and staff members, the students performed brilliantly, smiling and dancing their way through the songs. It was a great way to end the term and showcase the talents of our students.

### **Term Three**

### **NAIDOC Week**

We celebrated NAIDOC week at the campus, with the Year 1 and 2 students experiencing some “bush tucker” in an incursion and the whole school participating in a number of activities.

Throughout the week the school was fortunate enough to welcome our aboriginal visitors who began the day with a traditional “smoking ceremony” before involving all our students in a variety of activities, from using boomerangs to face painting whilst learning a great deal about traditional aboriginal culture and history. The event was well coordinated and enjoyed by all.

### **Science Week**

During the term we celebrated Science across the campus with a number of activities, beginning with incursions by the Gravity Centre, culminating with some rocket launching on the oval. The incursions were both informative and exciting, with our students enthusiastically participating in the activities. Science is a very important part of both our curriculum and of course our society, in which it has a crucial role to play.

### **Book Week**



The ability to read effectively is crucial to the learning of every student. For many, reading is an enjoyable and exciting experience, providing great stories, stimulating our imagination and creativity and of course providing us with the necessary information and explanations we need. Throughout Book Week, we celebrated books and the pleasure they bring us, no matter our age. We had a number of activities planned to make the week a memorable one, including the daily reading of stories across the whole school, the visit of Western Australian children’s author Norman Jorgensen and a Book Character Parade. The library

was set up with a “pirate” theme and offered many interesting activities such as treasure hunts, storytelling, jigsaw puzzles and new books to enjoy.

### **WA Government Schools Music festival**

In late August our enthusiastic and talented choir were fortunate enough to perform in the One Big Voice Concert at Perth Arena. Our motivated students had been practising and working very hard as a team to prepare for their performance. 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

### **Open Night**

Our annual Open Night was held in August where a large number of parents and families visited classrooms with students to look closely at work, presentations and to meet the teachers. The evening offered a great opportunity to showcase student work and also get a glimpse of the learning programs being undertaken at the school. It is also a wonderful social evening where the community interacts and supports our canteen by enjoying the food provided. Parents are always positive in their feedback and their willingness to support our school is wonderful.

### **Faction Athletics**

The ever popular Faction Athletics Carnival was held towards the end of the term. Despite the sometimes inclement weather, it proved to be a successful day as our factions battled for the shield. All the students participated enthusiastically, and the races were held in great spirit. It was really gratifying to see the large numbers of parents in attendance and the positive atmosphere at the event. We felt very proud of all our students on their efforts, with special congratulations to those individual winners and runners up in each year group. All in all it was a very successful and enjoyable day.

### **Art Gallery Excursion**

The Arts is an important component of our curriculum, with our music program being a strong part of that area. In order to help consolidate students' understanding and appreciation of the visual arts, and its role in society, the Year 3 students visited the Western Australian Art Gallery. They had an interesting and informative day, whilst enjoying the variety of activities that were planned during the visit.

## **Term Four**

### **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. At the end of the competition we placed third which was a great effort.

### **Japanese Cultural Day**

During the term we hosted a Japanese Cultural Day at the campus. The day was filled with a large number and variety of activities related to Japan and its culture. From painting to using chopsticks and through to art and craft, the students were given an opportunity to celebrate the language and culture that they study at Riverton Primary Campus. All students across the campus were involved and enjoyed this special and exciting day.

### **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.

### **Rivo's Got Talent**

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. Each year the student performances seem to be of a more varied nature and of an increasing high standard. Performing to an audience is a valuable lesson for all students.

### **Clubs**

This year we have organized a number of lunchtime "clubs" across the campus where students can participate in areas of interest and complete some valuable and fun activities. Clubs in the areas of dancing, science, robotics, gardening and drawing and several others have been established. They have proven very popular with a large number of students applying to join.

### **Remembrance Day**

Remembrance Day is an important one for Australian history and our nation as we mark the centenary of the end of the Great War in 1918. Every year on 11<sup>th</sup> November we commemorate the end of the conflict and in doing so, remember and acknowledge all those who have served for our nation in conflicts around the world. Our Year 6 class organized an assembly to provide an opportunity for our students to pay their respects to the fallen and those who served, as well as educate everyone on both the significance and the meaning of the ceremony held every year. Lest we forget.



### **Musical Concert**

It was fantastic to see our musical students perform in front of a supportive audience at an Assembly held towards the end of the term. Both the orchestra and the individual groups displayed great talent and poise in presenting the musical numbers to the assembled students and parents, demonstrating their obvious abilities.

### **Basketball**

Our basketball players travelled to Lakeside in Bibra Lake to compete in the Interschool Basketball competition. It was impressive to see the skills and endeavour displayed by our students across all our teams. Their enthusiasm was rewarded with particularly excellent performances by the senior and junior girls' teams.

### **Final Assemblies**

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 continued to increase in 2018. The large numbers of students have created pressure on our capacity to host them, with every room used to capacity across the school. With a continued high level of student performance across the academic, music and sporting fields, a supportive local community and a sustained reputation as a successful school with a positive learning environment, parents continue to seek enrolment for their children. Our 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 2018, 73 students from Year 6 graduated from Riverton Primary School and moved to secondary school. Students graduating from Riverton Primary Campus move to a variety of almost exclusively government secondary schools, with 88% of our students enrolling in Government schools for 2019.

Historically, our Year 6 students move predominantly to the local secondary government schools, or are offered a position at state selective schools such as Perth Modern School and John Curtin College of the Arts. This pattern continued in 2018. **Rossmoyne SHS** was the major destination, taking 52 (**71%**) of our students. Several of our highly performing students were selected for entry into **Perth Modern School**, who took **three** students or **4%** of the student group. Another 13% of our students went to local government schools, whilst only 6 students (12%) enrolled in non-government secondary school for 2019.



## 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 in general remain strong, with our students again performing comparably to other similar schools. We continue to focus on achieving the goals in our Business Plan, and working towards our vision.



Continued growth in numbers meant that every classroom and every available space continued to be utilised for our teaching program. We experienced larger cohorts in middle and upper primary in 2018 and we expect this to continue into the near future. With this in mind, we must plan accordingly and strategically to cater for the needs of students, in the context of the challenge of space and resources.

As part of the Riverton Primary Campus, our links with the Riverton ESC have continued to grow and mature, with our values of **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 schools on our site, 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.

As we moved into the second year of our **Business Plan**, we continued to reflect and review, measuring our success against our strategic milestones and targets. Whilst some of these have been met, strategies to achieve these targets continued to be in place in 2018, and will continue to be a focus. Plans are dynamic and our strategies and goals continue to develop and be modified, based on clear evidence.

The plans to better reach our goals through the implementation of a school wide **STEM program** and the plan for a **Gifted & Talented cluster pilot program** to be introduced from Years 2 to 6 in 2019 present the school and the students with the opportunity to achieve even greater outcomes. Both of these innovative programs will be reviewed in late 2019.

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 liaise with the campus to raise much needed funds for our school's growing population, whilst representing a committed and diverse population of parents and families. As noted in the board's annual report, our School Board continued to work in a number of areas, including monitoring our finances, reviewing our student performance and the progress of the school Business plan while welcoming a new member to the group.

The challenge that lies before us in 2019 will be to continue to meet all the needs of our students in the context of the increasing number of students who have English as an additional language, as well as working to implement new and proven programs to help us meet the targets and milestones set in our current Business Plan. As stated in our Business Plan, we will continue to build our community partnerships and 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.

