



Riverton Primary School

2020 annual report to the community

Riverton Primary School Number: 383

Partnership: Lower Mid North

School principal:

Ms Cheryl Glenie

Signature

Governing council chair:

Julie Crouch

Date of endorsement:

12 March 2021



Government
of South Australia
Department for Education

Context and highlights

I would like to start this report by thanking all staff, students, families and community members for working with us in the different ways we needed to in a pandemic situation.

During term one students voted for school captains using democratic decision making process. Joseph Haynes and Chelsey Hamilton-Moderate were school captains for the year, leading a Student Representative Council with the following students across the year: Grace Ivens, Maiya Wilson, Mia Berry, Walker Hart, Jemma Christie, Emilia Thomas, Harpah Cox, Harrison Norman, Flynn Schunke, Phoebe Rowett, Izzy Berry, Tameka Saunderson, Oscar Bastian, Riley Saunderson, Alex Hudson, Elca Hoerisch, Charlotte Hamilton-Moderate, Kaleb Ash-Przibilla, Seda Fisher and Ella Moore.

House Captains for Acacia Leighla Brown and Kai MaGowan, supported by Vice Captains Chloe Goodsell and Harrison Callery. Banksia House Captains Chelsey Hamilton-Moderate and Joseph Haynes were ably supported by Vice Captains Eleanor Bowden and Billy Nicholls. Clianthus Vice Captains Amber Turk and Isabel Hinds supported House Captains Lylah Chenoweth and Zoe Miller.

We were fortunate in having completed Water Safety Education Lessons and our swimming carnivals prior to the COVID-19 related school closers near the end of term one. Many other school events where we would usually have invited families and community members were cancelled. In November School Captains Chelsey and Joseph accompanied by Mrs Clark attended the Riverton Remembrance Day Ceremony on behalf of the school along with our students who are also members of Riverton Scouts.

A highlight for term 3 were dance lessons that led to a COVID safe alternative concert being performed by each class to their own families. We were pleased at the end of the year to be able to invite families of year 7 students to a graduation presentation assembly, after which students enjoyed a celebratory dinner together at a local venue.

Cheryl Glenie Principal

Governing council report

We started off the year with 5 classes and 104 students.

We welcomed some new faces to governing council. Rachael McInerney, Adam Brown, Beth Hamilton-Moderate, Alicia Branson as P & F rep, Tayla Przibilla took on the role of our secretary, as well as re-elected members Dave Parkinson, Sue Murphy and Greg Callery as our treasurer. Thank you to our office bearers and committee members for their commitment and hard work they have done over the year to continue the growth of our school.

This year was a challenge to everyone with the outbreak of Covid 19 and the changes of our normal to the "New Normal". Thank you to the teachers, support staff and leaders on their organisation and implementation of on line learning. This was a massive effort from all Staff and Students.

We were fortunate enough to hold swimming carnival/splash day in term one and Tuck Day in term 4 as a part of NAIDOC week. A big thank you to the Parents and Friends committee for catering, coordination of events and ongoing commitment to fundraising and supporting our children's and schools betterment.

Although we were limited in what we could achieve with the 'new norm' our members, support staff and teachers showed their dedication and adaptation abilities to our school. We are fortunate to have Cheryl Glenie re-appointed as our Site Leader for the next 5 years with a clear focus on future growth and commitment to Riverton Primary School community.

To all members of our school community thank you for your continued support and dedication to our school future.

Julie Crouch

Quality improvement planning

2020 is the last year in a 3 year improvement plan to raise student numeracy outcomes.

Site Improvement Plan work began before term 1 started, with a face to face staff training day run by Ann Baker at Riverton Primary School with staff from 4 other partnership schools attending. The focus of the day was 'Trusting the Count'. This was followed up in PLC and staff meetings. Prior to COVID-19 the plan was to continue learning with Ann Baker in two further full day face to face training session. When the pandemic was declared we negotiated with Ann Baker to continue the learning across the partnership schools involved using distance technologies. Due to the significantly different ways we learn by distance technologies the 2 planned pupil free days with Ann Baker were replaced with a number of learning session with Ann Baker covering the same content.

During the last two terms teaching staff across the LMN partnership including Riverton Primary School teachers spent time learning about how to improve their programing to include more high impact teaching strategies to better facilitate student numeracy learning. This training was facilitated by the partnership Senior Leader Learning Improvement, Brodie Taplin. At Riverton Primary School in 2021, this learning will be the basis for teachers sharing their programs with each other in Professional Learning Community PLC groups and in staff meetings.

Adjustments were also made by the Department for Education to the STEM 500 professional learning program. Two Riverton Primary School teachers tool part in the adjusted STEM 500 profession learning. This was followed up during staff meeting sessions and with individual teachers supported by the principal Cheryl Glenie and Senior Leader Learning Improvement Brodie Taplin.

When the majority of students had returned to school after the major COVID lockdown, student leaders organized some feedback from the student body about their home learning experiences. This was to inform our practices should we have to return to home learning in the future. The survey showed some students were well supported by families to learn at home and other students were not supported as well. A number of our students did not engage in home learning with the same level of rigor as they are expected to at school.

During the 2020 school year, some changes were made to the ways students have a say in whole school improvement. Student feedback on SIP work was included with teacher feedback, so it can be viewed together placing greater emphasis on the importance of student agency into learning. In 2021 the principal will work with staff, students and families defining the difference between 'student voice' and 'student agency'.

NAPLAN for 2020 was cancelled across Australia due to the pandemic. As a principal I miss the whole school data that the NAPLAN provides.

In term 4 staff participated in a data review and site improvement planning day to review our work for 2020 and plan how we will continue our work of 'Raising Numeracy Achievement' in 2021. During this day, PLCs reviewed Challenges of Practice and as a staff team we adjusted our Site Improvement Plan SIP success criteria.

Improvement: Aboriginal learners

As we have over the past few years improved the ways we monitor improvement for all learners from r to 7, we have also monitored the learning improvement of Aboriginal learners. Every teacher at Riverton Primary School is expected to monitor student learning and growth for all students in their class at the individual student level, including Aboriginal students. However, in 2020 the principal began to collate, analyze Aboriginal learner data in a discrete file.

This work began with Aboriginal student attendance data. Attendance data showed that the average attendance rate for Aboriginal students is less than for non-Aboriginal students.

In 2021 literacy and numeracy data will be included. In the future wellbeing and behaviour data may be included.

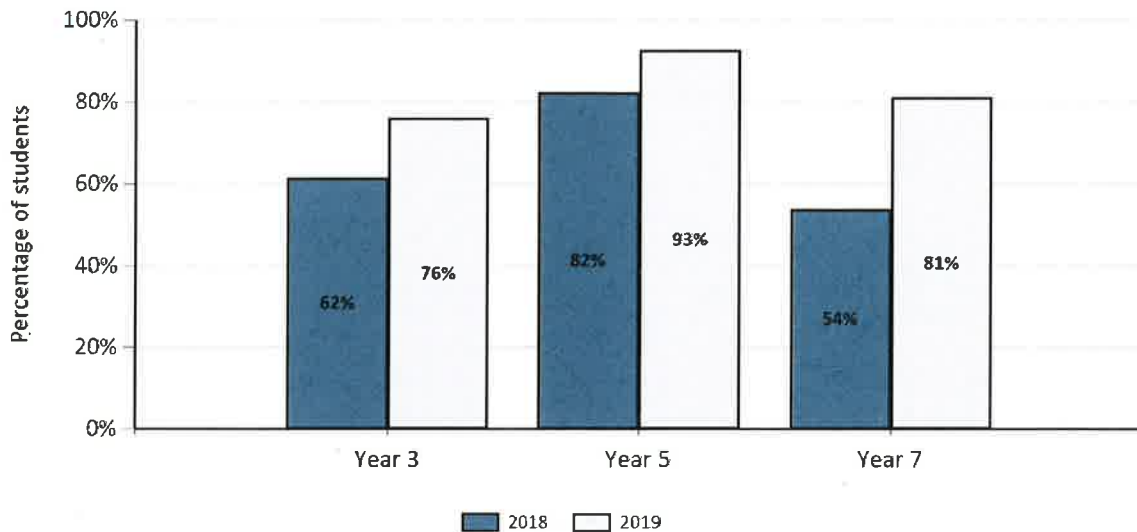
Aboriginal student learning outcome data is always discussed with teachers early in professional data conversations. Riverton Primary school students Aboriginal student learning outcome data for 2020 is similar the attendance data. Just under 50% of learners are learning near or in the higher bands.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

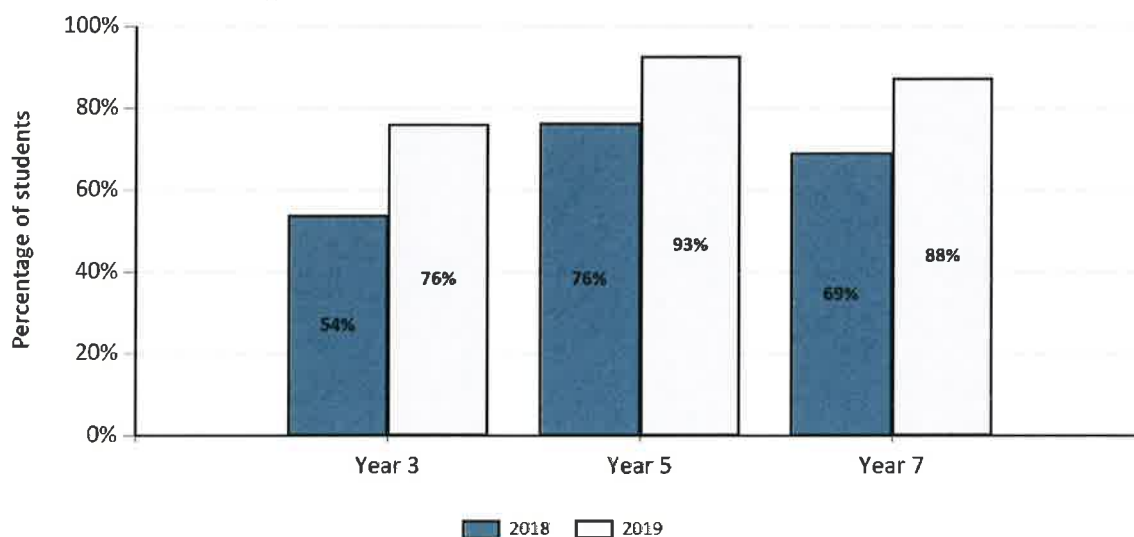


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	58%	0%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	58%	47%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	21	21	8	6	38%	29%
Year 3 2017-2019 Average	14.3	14.3	6.3	5.0	44%	35%
Year 5 2019	14	14	5	1	36%	7%
Year 5 2017-2019 Average	15.7	15.7	6.3	2.0	40%	13%
Year 7 2019	16	16	2	4	13%	25%
Year 7 2017-2019 Average	13.7	13.7	2.3	2.3	17%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

Running Records

in 2020 25% of year 1 students made the Standard of Educational Achievement SEA of level 13 by the end of term 3 (down from 47% in 2019), 47% of year 2 students achieved the SEA of level 21 by the end of term 3 (an increase on 29% in 2019).

Phonics Check

This is a disturbing data set. In 2018 29% of year 1 students achieved the Phonics Check SEA, in 2019 there was improvement with 69% achieving the SEA, but in 2020 only 25 % achieved the SEA.

Plans to improve Phonics Check data in 2021 include:

- Principal and 3 support staff to take part in RWInc synthetic phonics program training.
- RWInc groups to be across classes for all R to 2 students, as a not negotiable.
- Principal to provide 'instructional leadership' by working as a member of the staff team delivering RWInc to R to 2 students.
- Principal has secured support from the Literacy Improvement team and the partnership Early Years Leader.

PAT Maths

Year 3 - 85.7% of students achieved the SEA in 2020, continuing the upward trend from 50% on 2018 and 71.4% in 2019.

Year 4 - PAT maths data has continued to trend down in 2020 with only 52.4% of students achieving the SEA against 75% in 2019, and 100% in 2018.

Year 5 - in 2020 72.7% of students achieved the SEA, a drop from the 82.4% in 2018 and 93.3% in 2019.

Year 6 - In 2018 an outstanding 92.9% of students achieved the SEA, only 58.8% in 2019 and a pleasing 85.7% in 2020.

Year 7 - in 2020 student achievement returned to the disappointing 2018 low of 58.3%, with a slight rise in 2019 of 69.2%.

PAT Reading

Year 3 - 78.6% of students achieved the SEA in 2020, up from the 57.1% in 2019, but still below the 83.3% in 2018 and 100% in 2017.

Year 4 - PAT reading data has continued to trend down in 2020 with only 65% of students achieving the SEA against 75% in 2019, 84.6% in 2018 and 94.1% in 2017.

Year 5 - in 2020 72.7% of students achieved the SEA, a drop from the 100% in 2019 and 82.4% in 2019.

Year 6 - In 2020 a pleasing 85.7% of students achieved the SEA, up from 76.5% in 2019 and 78.6% in 2018.

Year 7 - in 2020 student achievement continued the gentle upward trend from 58.3% in 2018, 64.3% in 2019 to 73.3% in 2020.

A to E Grade Data Maths - end of year

Year 1 - In 2020 0% students were awarded an A in end of year reports, 8% achieved a B grade, 33% C, a concerning 42% D and worrying 17% an E grade.

Year 2 - 0% students were awarded an A grade, 6% achieved a B grade, 50% C, a concerning 44% D grades.

Year 3 - In 2020 0% students were awarded an A, 13% achieved a B grade, 67% C, and 20% D.

Year 4 - 0% students were awarded an A in end of year reports, a very pleasing 38% achieved a B grade, 29% C, 24% D and 9% an E.

Year 5 - In mid year reports 0% students were awarded an A, 27% achieved a B grade, 36% C, 27% D and 9% an E grade.

Year 6 - 0% students were awarded an A in end of year reports, 8% achieved B grades, 75% C, a very concerning 33% D.

Year 7 - 0% students were awarded an A, a pleasing 20% achieved a B grade, 40% C, and a concerning 40% a D grade.

Attendance

Year level	2017	2018	2019	2020
Reception	90.9%	90.9%	88.9%	89.6%
Year 1	93.4%	95.4%	89.1%	88.4%
Year 2	91.8%	93.8%	92.7%	91.8%
Year 3	93.3%	91.1%	91.9%	90.3%
Year 4	90.7%	92.5%	88.7%	91.5%
Year 5	94.3%	90.7%	93.3%	92.0%
Year 6	88.6%	95.7%	92.6%	90.1%
Year 7	88.3%	90.5%	94.1%	89.6%
Total	91.5%	92.5%	91.4%	90.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Whole School Attendance Data

The overall attendance rate for Riverton Primary School for 2020 was 90.8% against a site target of 95%. This has remained about 90% since 2016, except for 2017 when we achieved 89.6%.

Aboriginal attendance for the year was 86.3%. This is 4.5% lower than the attendance rate for all students.

Aboriginal Student Attendance Data

Term 1, 50% above 96%. 50% between 81% and 87%
Term 2, 66% above 90%. 33% between 78% and 86%
Term 3, 57% above 90.5%. 43% between 71 and 84%
Term 4 29% above 94%. 71% between 63% and 85.5%

Behaviour support comment

In 2020 there were 3 suspension involving 2 students.

Students are well managed within the school environment. Interception is an expectation of our Behaviour Management Policy that is aligned to Visible Learning.

Client opinion summary

Parent Opinion Survey

In 2020 a pleasing 33 families took part in the new DfE School Parent Engagement Survey, this is more than double the number of families who have taken part in parent opinion surveys for the past 5 years, and represents approximately 40% of families.

Respondents to the parent survey rated the school highly. In all areas Riverton Primary School rates better than all DfE schools.

82% of families agree or strongly agree that people respect each other at this school.

91% of families agree or strongly agree that teachers and student treat each other with respect at the Riverton Primary School.

66% of families agree or strongly agree that they feel like their child is important to the school.

69% of families agree or strongly agree that they receive enough information about the school.

66% of families agree or strongly agree that the school communicates effectively via 7 communication channels (that do not include facebook).

75% of families agree or strongly agree that they know the standard or work the school expects of their child.

75% of families agree or strongly agree that they have useful discussion with the school about their child's learning.

91% of families agree or strongly agree that they talk with their child about what happens at school.

41% of families agree or strongly agree that the school provides an opportunity for them to have input about their child's learning. I do find it alarm that 38% of families who responded did not have an opinion about this statement.

87% of families agree or strongly agree that their child has a good routine around reading, studying and learning at home.

97% of families agree or strongly agree that education at school is important to their child's future.

83% of families agree or strongly agree that feel equipped to help their child plan what they will do after the leave school.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	4.4%
Other	2	4.4%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	22.2%
Transfer to SA Govt School	31	68.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff and volunteers have relevant criminal history screens.

We use the department volunteer policy and procedure to guide our work with volunteers.

DfE volunteer policy will be more clearly explained in 2021 to key parent groups including Governing Council, Parents and Friends and the general parent/carer body in preparation for the new RAN-EC for volunteers that will be available in 2021.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	9
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	7.2	0.0	4.1
Persons	0	8	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

Financial statement

Funding Source	Amount
Grants: State	\$1,224,336
Grants: Commonwealth	\$0
Parent Contributions	\$32,510
Fund Raising	\$3,036
Other	\$17,565

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	less than 6	all funds used appropriately
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect Inclusive Education Support Program	N/A Students were provided support for literacy and numeracy using a tiers of intervention model from IESP program funding.	N/A This facilitated students to achieve the SEA or move closer to the SEA.
Program funding for all students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Intervention has been provided for students using a tiers approach, based on student learning outcome data targeting literacy and numeracy. We have also used this funding to help support student learning of synthetic phonics using Read Write Inc, which includes intervention for those who need it.	Updated whole site agreements about synthetic phonics are being put into place. Most students are making progress, with a plan in place for those who have not.
Other discretionary funding	Australian Curriculum Aboriginal languages programs Initiatives Better schools funding Specialist school reporting (as required) Improved outcomes for gifted students	This grant was partly used to facilitate staff learning with other partnership staff, in line with Site Improvement Plan. The local portfolio Senior Leader Learning Improvement, worked with staff to deepen understanding N/A This was used to facilitate tiers of intervention for literacy and numeracy, as well as some self regulation for targeted children. N/A	Improved numeracy outcomes in line with Site Improvement Plan. N/A More children able to access the curriculum at year level. N/A