



Riverton Primary School

2021 annual report to the community

Riverton Primary School Number: 0383

Partnership: Lower Mid North

Signature

School principal:

Ms Cheryl Glenie

Governing council chair:

Julie Crouch

Date of endorsement:

22 February 2022



Government
of South Australia

Department for Education

Context and highlights

Riverton is located 96 kms north of Adelaide in an agricultural area comprising mainly sheep, cattle and grain crop farming. English is spoken in most homes. Students and staff enjoy coming to our delightful school every day. The school has a caring and professional staff dedicated to improving the learning outcomes of all students. Riverton Primary School is a category 4 school in farming area in the Lower Mid North of the state. In 2021 we had 105 students in 4 classes. The student population includes approximately 40% school card holders, 10% students with disabilities and 4% Aboriginal students.

2021 was the final year of 3 that focused on 'Improving student numeracy outcomes'.

Our school was reviewed in Feb 2021, External School Review Report states:

'The Principal leads a culture where high expectations are set across the school. Multiple measures of data are used by the Principal and staff to guide reflection, inform teaching and set direction. Rigorous and explicit teaching is an expectation.'

A whole-school literacy and numeracy agreement have been produced as well as a whole-school data collection schedule, outlining both systemic requirements and site-based assessments in literacy, numeracy and wellbeing. Riverton Primary School is a welcoming, safe, supportive and student centered school with a strong sense of pride from the staff, students and community. The school is responsive to data, with the staff engaging in collaborative practices including mentoring, team teaching and reflective conversations. Clear structures are in place to manage issues impacting on student learning, behaviour and wellbeing. Students are engaged and able to confidently talk about their learning in an informed manner.'

School Captains for the year were: Oscar Bastian, Kaitlyn Sice, Tameka Saunderson and Alex Hudson. Throughout the school year school captains and the Student Representative Council took part in reviewing and advising staff on site improvement plan work. An exciting aspect of school captains work was to take the lead in finding our which new piece of playground equipment the student body most preferred. The choice was for a 'cube' which was installed in January 2022.

Students took part in many sporting learning programs and events throughout the year. All students who represented the school through sports did so with respect and hard effort, bringing pride to our school.

COVID-19 had an impact on how we operated throughout the year. We held a number of COVID safe events during the year, including a book week parade during Book Week.

School camps for years 3 to 7 students and an excursion to Adelaide for R to 2 students took place in term

Governing council report

2021 Governing Council Report

Governing Council has been made up a great group of people. This year's members were Paige Rowett, Emily Goodfellow, Beth Hamilton, Samantha Hansen, Rachael McInerney, Alicia Branson as P &F Rep, Richard Bastian as treasurer and Tayla Przibilla as secretary. Thank you to these people for their dedication to the growth of our Students and School it has been wonderful to see.

2021 saw the school move to 4 classes increasing class sizes and work load. As always our Site Leader, Teaching and Support staff proved they have the skills and ability to adapt to change and move forward. Whilst not only delivering high quality student education but also continuing to support other team members.

The dedicated Parents & Friends committee have provided fantastic catering for the school events. This hasn't been the easiest task with ever changing restriction that are put in place making it tricky to navigate. The commitment from Parents and Friends to fund raising has seen donation towards things such as the Interception Room. Thank you for the dedication and support to our students

To all the members of our school community thank you for your continued support and dedication to our schools future. This support for the school is deeply appreciated and reflects on what a great community we live in.

Julie Crouch

Quality improvement planning

2021 was the final year focusing on numeracy improvement.

During the year we focused on consolidating the learning we had undertaken in the previous two years. The junior primary and upper primary Professional Learning Communities (PLC) continued to be a successful in their practice, enabling teachers to have a considerable influence on site improvement plan achievements.

Site improvement work was reviewed at the end of terms 1, 2 and 3 and the full year's progress in mid-term 4. Review processes include staff reflection of student achievements and attitudes to learning using the levels of outcomes tool. Student leaders and students from the general student body are consulted with throughout the school year, to provide clear student agency into pedagogic improvements. Student leaders include, school captains, ticket of leave students and Student Representative Council (SRC). Student leaders also review site improvement plan progress in an adapted levels of outcomes tool. Staff have been working on a Student Agency plan across a year with the aim of embedding collective student agency practices.

During the year the junior primary PLC shared maths planning and aligned the teaching of some maths topics. Teachers shared ideas with each other to match planned learning to student needs. Early in term 1, benchmarks were set for the PASA maths tests, based on what other successful schools' benchmarks. Benchmarks: R = 76, Yr 1 = 83, yr 2 = 102. Near the end of term 1, student achievements against the benchmarks were pleasing with 70% of Reception, 100% of year 1 and 77% of year 2 students achieving the benchmarks.

During the year the upper primary PLC shared maths planning and supported each other to adjust plans to best meet student maths learning needs. Students were grouped across the two classes to provide more targeted instruction and problem solving opportunities. In the latter half of the year, the upper primary PLC focussed on learning about Google Classrooms as a pedagogic improvement tool. Student engagement during these lessons was high.

Additional Evidence of Student Learning Improvement

Classroom walkthroughs and formal teacher observations quality pedagogy and effective differentiation in most classes most of the time.

Student Agency Feedback – shows students more willing to take on harder maths tasks and to take more risks in maths learning.

Behaviour and sick room data indicates less student out of class during maths lessons, which could mean less 'maths anxiety is evident in our students.

What are the implications for our next plan?

We need to change our focus from numeracy to keep us all fresh and enthused about our Site Improvement Plan work. We have some collective concerns about the writing and spelling aspects of RWInc, while the phonological awareness development in our student is positive. We are taking part in serious discourse about adjusting the RWInc delivery to focus more on the phonological awareness, and not doing the writing and spelling aspects. This way we will have more time available in our literacy block time to improve our student writing and spelling.

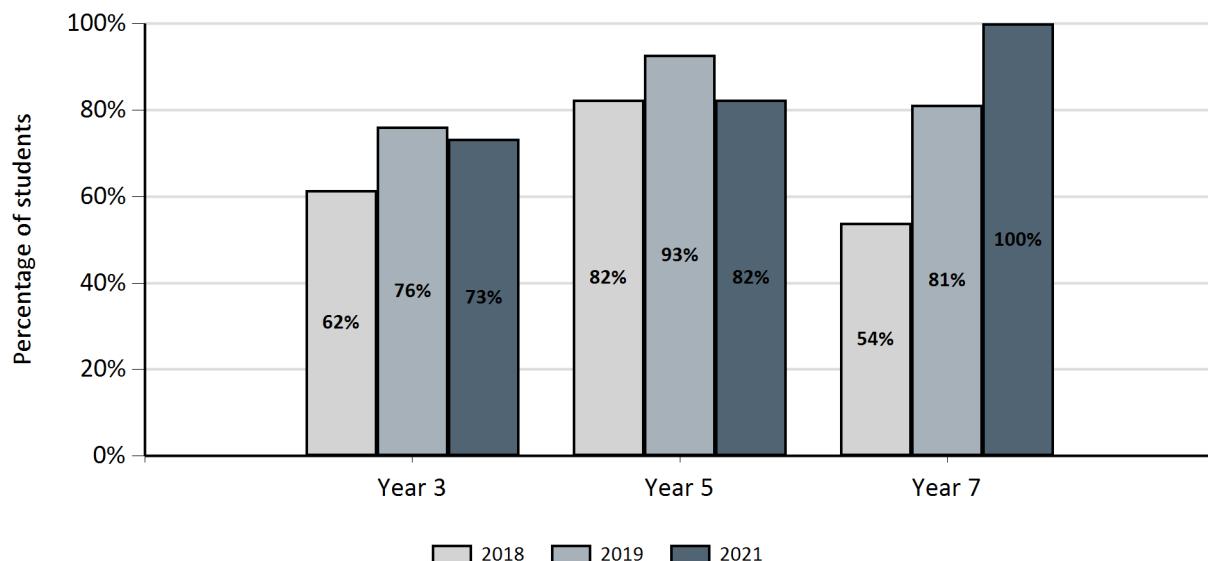
We will more readily address ESR direction 2 if we use Brightpath as a tool to improve the teaching and learning of writing.

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

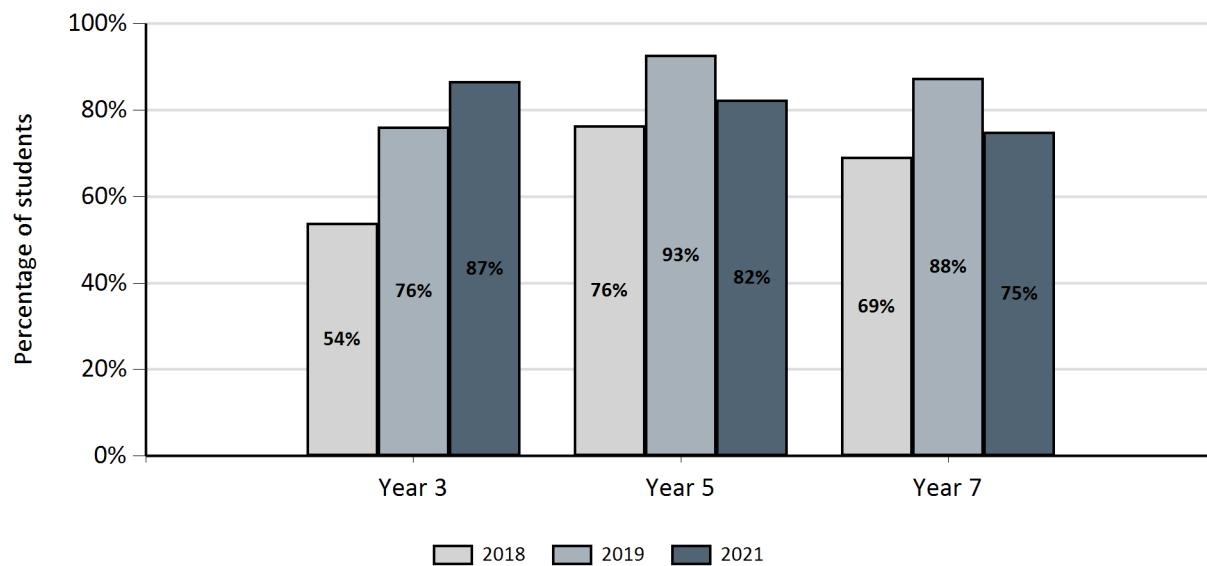


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	47%	*	33%
Middle progress group	47%	64%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	59%	73%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	15	15	6	6	40%	40%
Year 3 2019-2021 Average	18.0	18.0	7.0	6.0	39%	33%
Year 5 2021	17	17	8	3	47%	18%
Year 5 2019-2021 Average	15.5	15.5	6.5	2.0	42%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

An electronic and hard copy is now being kept to track and monitor all Aboriginal student data. Literacy, numeracy, wellbeing, attendance and if necessary behaviour data is included. This is updated at the end of every term. Aboriginal students are always prioritized first.

Aboriginal students are identified with a red dot on the data wall for easy identification.

Staff learning more about Aboriginal culture at least once a year, that somehow includes sharing of personal life stories.

In 2021, we watched some of the movie 'In my blood it runs', then debriefed with staff.

Ensure we celebrate our Indigenous Australians and the ongoing learning we do across the year, both as staff and students at least once a year at a whole school level.

Include Aboriginal student learning in each teachers, PDP from next 12 month review

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

50% of our Aboriginal students are tracking above the standard for numeracy, 16.6% of students were at the standard for numeracy.

All Aboriginal students progressed in their reading across the year. 33% of Aboriginal students were above the standard for reading.

One of our Aboriginal students continues to track at the top of their year level for literacy and numeracy.

School performance comment

NOTE the SEA is the Department for Education Standard of Educational Achievement.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

PASA R, 1 and 2. Benchmarks: R = 76, Yr 1 = 83, yr 2 = 102.

Achievement:

R – 70% of students (7/10) achieved benchmark in term 1.

Yr 1 – 100% of students (9/9) achieved benchmark in term 1.

Yr 2 – 77% of students (7/9) achieved benchmark in term 1.

Year 3

Target:

50% of year 3 students will achieve the SEA in PAT maths.

Achievement:

16/17 students achieved the target - 94%

Year 4

Target:

86% of year 4 students will achieve the SEA in PAT maths.

Achievement:

8/14 students achieved the target –57%

Year 5

Target:

52% of year 5 students will achieve the SEA in PAT maths.

Achievement:

13/20 students achieved the target – 65% (4/5class 60%, 5/6/7 class 80%)

Year 6

Target:

73% of year 6 students will achieve the SEA in PAT maths.

Achievement:

9/11 students achieved the target – 82%

Year 7

Target:

86% of year 7 students will achieve the SEA in PAT maths.

Achievement:

7/10 students achieved the target –70%

NAPLAN

Our numeracy data showed higher numbers of students in the higher bands, lower numbers below the SEA.

- 80% Year 7 and Year 5 at or above SEA

- 88% Year 3 at or above SEA

Junior primary numeracy data is shows a very pleasing improvement. Year 4 and 7 cohorts were somewhat impacted by new students coming into the school after SMART targets were set. Those that came in from other schools were often those with the lower test scores.

Other data sets:

Site wellbeing data at the end of term 2 indicated we had concerns about:

- 33% of our students' level of learning
- 19% of our students' wellbeing
- 22% of our students' anxiety levels
- 7.5% of our students' attendance.

Attendance

Year level	2018	2019	2020	2021
Reception	90.9%	88.9%	89.6%	85.0%
Year 1	95.4%	89.1%	88.4%	91.3%
Year 2	93.8%	92.7%	91.8%	87.6%
Year 3	91.1%	91.9%	90.3%	91.1%
Year 4	92.5%	88.7%	91.5%	91.8%
Year 5	90.7%	93.3%	92.0%	91.5%
Year 6	95.7%	92.6%	90.1%	91.6%
Year 7	90.5%	94.1%	89.6%	85.2%
Total	92.5%	91.4%	90.5%	89.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The school's attendance rate for the year was 89.6%. This is the first time our attendance data has dropped below 90% for a number of years. The reasons include chronic health concerns as well as COVID-19. In a small school a small number of students can have a significant impact on attendance data.

Attendance for all students is followed up on or before the end of the 3rd day of any unexplained non-attendance. If a student's attendance at school is concerning we use a range of strategies to provide support to the family to improve attendance. These supports can include, home visits, attendance plans at the school level or attendance plans with support from the department social work team.

Behaviour support comment

Bullying has stayed at the same low level that it was in 2020, which seems to be where our school has settled after a significant drop in bullying from 2016 to 2020.

The number of children named as bullies by other children in bully audits in term 1, 2021 went up from 4 to 14, this number dropped to 6 in term 2 and only 1 in term 3. We have very little violence at Riverton Primary School.

This school completes a bully audit in the middle of terms, 1, 2 and 3 every year.

We have begun to set up an interoception room in late 2021, this work will continue in 2021 as we work with Nathan Bailey from the departments Self-Regulation Service.

In 2021 3 students were suspended a total of 4 times, suspensions often take place at the school.

Parent opinion survey summary

In 2021 39 families out of 70 responded to the online parent survey. This is far more than in previous years. It is very pleasing to have such a high percentage (56%) of families interested enough in our school to respond.

Overall the survey results were positive. Out of all our survey questions there were only 2 strongly disagree responses. They were for the same question which is one we did not score well in overall. The statement was 'The school provides an opportunity for me to have input about my child's learning'. For this statement 11% strongly agreed, 38% agreed, 30% did not agree or disagree and 16% disagreed. This is an area that requires some thinking and planning.

Our survey results were very strong in parents believing that education is important to their child's future. 80% of respondents strongly agreed, 17% agreed and 3% neither agreed nor disagreed.

The strongest response in this survey was for the statement, 'I talk with my child about what happens at school' with 97% strongly agreeing and 3% agreeing.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	9.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	27	87.1%
U - UNKNOWN	1	3.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff and volunteers have appropriate Working with Children Checks (WWCC), have completed the current Reporting Abuse and Neglect training. All staff have up-to-date COVID vaccinations. Records are kept both in hard copy and electronically by administration staff. This staff members with the principal ensure all relevant screening is in place and timely reminders are sent when required.

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	7
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	5.8	0.7	5.8
Persons	0	6	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

Financial statement

Funding Source	Amount
Grants: State	\$1,337,781
Grants: Commonwealth	\$368
Parent Contributions	\$38,747
Fund Raising	\$6,666
Other	\$5,379

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

2021 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 2021 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	Funds were used as intended to support the social and emotional wellbeing of students.	Students settled and able to access their learning.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	These funds were used to provide tier 2 interventions for literacy and numeracy for students who were just below the standards and tier 3 interventions for students very below the standards for literacy and numeracy.	All students made progress, with some now having achieved standards.
Targeted funding for groups of 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	Rural and Isolated funds were used to support student access to camps and excursions that enhance learning back at school. Some of these funds were also used to provide tier 2 and 3 interventions for literacy and numeracy. All funds for Aboriginal students was used to support their achievement, especially in literacy and numeracy. Early years support funding and IESP support was used to fund intervention for literacy and numeracy.	All students have made progress in their learning.
Program funding for all students	Australian Curriculum	These funds were used to provide teacher release time to take part in professional learning and moderation training with staff from within this school and across the partnership. This funding was used to support site imp	Staff at this school are very familiar with the Australian Curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to support site improvement plan work.	Site improvement work achieved well. Staff have a high level of ownership of SIP
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

