



Riverton Primary School

2022 annual report to the community

Riverton Primary School Number: 383

Partnership: Lower Mid North

Signature

School principal:

Julie Crouch

Cheryl Glenice

Cheryl Glenice

Governing council chair:

Julie Crouch

Julie Crouch

Date of endorsement:

9 March 2023



Government
of South Australia
Department for Education

Context and highlights

Riverton is located 96 kms north of Adelaide in an agricultural area. English is spoken in most homes. Students and staff enjoy coming to school every day because we have a caring and professional staff dedicated to improving the wellbeing and therefore learning outcomes of all students. Staff are supported by our Governing Council led, by Julie Crouch and our Parents and Friends Committee, led by Kym Fry. In 2022 we had 95 students in 4 classes. The student population includes approximately 40% school card holders, 10% students with disabilities and 5% Aboriginal students. 2022 was the first year of 3 years working on writing improvement.

The literacy aspect of our whole site agreement will be updated over the three years as we learn more about improving our students writing, based on what students can already do. This work was somewhat hampered by a delay in the timing of our schools Brightpath training and the subsequent access of the data management aspect of the Brightpath tool. These issues have now been ironed out. Teachers and students both gained a lot of from using the 'teaching points' from the Brightpath tool that show just what the next learning should be for each individual based on their current writing. The school is responsive to learning, perception and wellbeing data, with the staff engaging in collaborative, collegiate discussions about what to do next to improve student wellbeing and learning on a daily basis. Clear structures are in place to manage issues impacting on student learning, behaviour and wellbeing. This work was enhanced during the year as we worked with Nathan Bailey from the Self-Regulation Service.

Students are highly engaged in well planned learning experiences and are able to confidently talk about their learning in an informed manner defining their own learning needs.

The 2021 School Captains were: Hudson Callery and Henrietta Pedler. These delightful and hardworking school captains provided leadership and advice to the school via the Student Representative Council on school improvement plan work, maintaining our school culture and led a review of our school's values.

At the request of our informed staff and wise governing council I worked with our school captains and senior class leaders to review our school values. The proposed new values have been informed by a survey of the student body asking 4 questions about what they think about our school. I was delighted with the survey results that were evidence that our students value the learning culture of our school and that we have taught them to be kind to others. School captains and other student leaders analyzed the survey data with me, making recommendations for what our values should be, based on what students' value about the school.

School Captains Henri and Hudson put forward these as our new school values:

Kindness: Be caring and tolerant in all relationships regardless of people's differences.

Respect: Students and staff respect and value difference, the worth of one another as well as the environment. Students support each other by respecting each other's opinions, cooperating with each other and treating others how they like to be treated.

Learning: We value fun, challenging learning activities and we know mistakes help us grow in our learning. We take pride in our learning and our stamina.

Persistence: Students demonstrate persistence by trying hard and not giving up when tasks or goals appear difficult or unachievable. We take risks and display patience, perseverance and commitment while remaining positive.

27 students participated in a range of SA School Sport local Hub sports ranging from athletics to swimming and team sports such as tennis, football. A number of these students participated in more than one sport and out of the 27, 7 students were selected in the Mid North District team for a particular sport.

In term 3, we enjoyed dance lessons with Siahli Klem which culminated in a popular school dance concert.

Governing council report

Governing Council members Tayla, Paige, Richard, Racheal, Kym, Emily, Samantha, Tatyana and Sarah made 2022 a great year of growth within our school. Through their dedication of time and knowledge we have seen new additions to our school, such as OSHC being offered and brightening up our toilets doors with painted murals and encouraging words to support student wellbeing.

2022 saw us with another tricky Covid curve ball. A staggered start to school year requiring Teachers and Students engaging in online learning for some of our classes. Thank you to our teachers and staff for making this all flow as smoothly as possible. They once again showed resilience and adaptability to meet the requirement.

The school received exciting news mid-year that one of the old buildings was being demolished making way for a new nature will play area. The Students, Teachers and Staff have brought some fantastic suggestions to Governing Council on what they would like to see in this area. We look forward to seeing the end result.

Thank you to all our volunteer Parents and Friends committee for providing great catering at our school events. The funds raised from these events is all going back into the school providing extra books for our library and extra Staff and Student resources.

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

Julie Crouch

Quality improvement planning

Riverton Primary School enjoyed a successful year of learning in 2022.

2022 is our first year of working on the priority of improving student writing outcomes. Throughout the year teachers **worked** in Professional Learning Community groups to address the Challenge of Practice: If we use more specific feedback and formative assessment strategies then our students writing achievement will improve. Both the JP and UP PLCs are working on the same COP.

Throughout the year, during staff meetings and professional learning events we worked on improving how we teach grammar and punctuation by focusing on sentence structure. Jenni Hewett our Curriculum Lead provided great insight into this work. Teachers shared their practice with each other discussing how each teacher has a responsibility to ensure that once students have grasped basic grammar e.g. full stops and capital letters that we expect them to use these in their writing and do not accept final copy work that is not punctuated to the correct level.

In term 3, the JP PLC worked on report writing looking at the features of a report, sentence structure including macro and micro sentences, technical words and vocabulary, written and multi-modal reports, images, punctuation, facts and opinions. The UP PLC Implemented the strategies learnt in the 7 STEPS training to supplement the skills learnt with LGU expert during terms 1 and 2. Through staff meetings in terms 3 and 4, we addressed NCCD data collection, Writing Improvement, Moderation for consistency (Direction 3)– looking at A to E grades, Brightpath data, Scorelink data and student report comments, Self-Regulation and Interception with Nathan Bailey, Aboriginal Learner Matrix and Action Review as well as taking part in discourse about the first draft of our SIP for 2023.

In term 4 PLCs started looking at the new Stretch and Growth challenge that will lead us into 2023. 'Choose one student who is just below the higher bands and move them into the higher bands, within 2 school terms and keep them there.'

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. Student feedback on our work to improve student writing indicates that students feel they are being give more explicit instruction about parts of sentences, grammar and punctuation that helps them to understand how to improve their writing.

We took part in writing moderation during a pupil free day with Auburn Primary School, who are further along with their Brightpath work than Riverton Primary School. It was good for our teachers to be guided by their colleagues from Auburn PS.

During the year the principal observed in each classroom multiple times and took part in daily walk-throughs at random times. This ensures that the site leader knows what is really taking place in each learning area and provides clear evidence of improvement or may show areas where we need further work. One of the instructional elements I observed for in 2022 was teacher and student feedback to students to improve their learning. What I noticed is that feedback is generally given at the point of learning to take the student onto the next step. I can verify that feedback is adjusted to match individual student's mindsets and if a student does not yet have enough of a 'growth mindset' teachers and support staff work to build and improve the child's mindsets. We do this for all our learners.

Near the end of each term, we examine our student tiers of intervention and make adjustments for the following term to ensure we are targeting the correct support to each student.

At the final staff meeting of each term, we take time to celebrate our terms achievements.

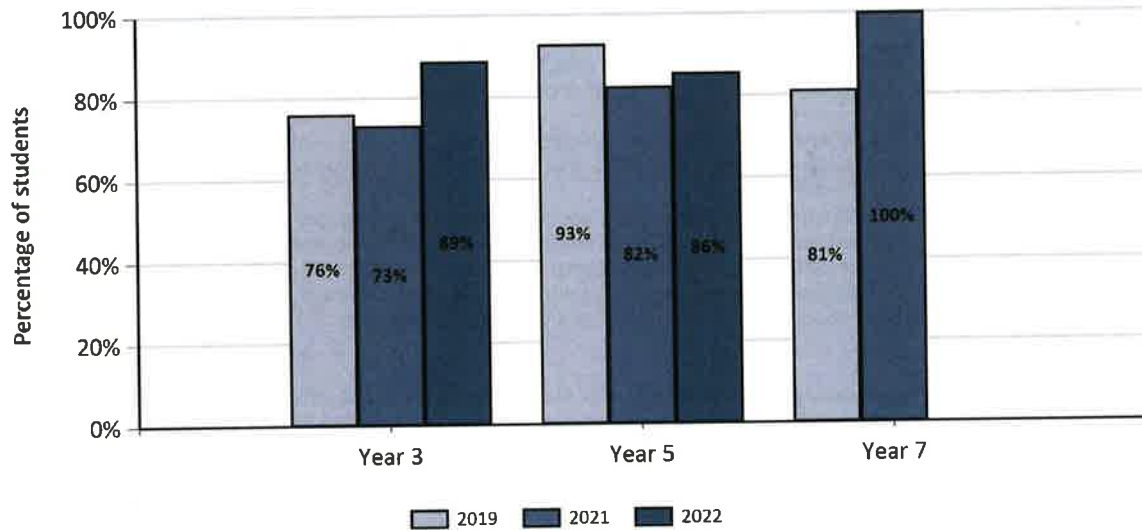
Over time we have found that the advice from our students on our improvement plan helps us to know we are heading in the right direction. We continue to listen to our students as we build their agency into learning at the whole school, class and individual student level. This work will continue to in 2023.

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

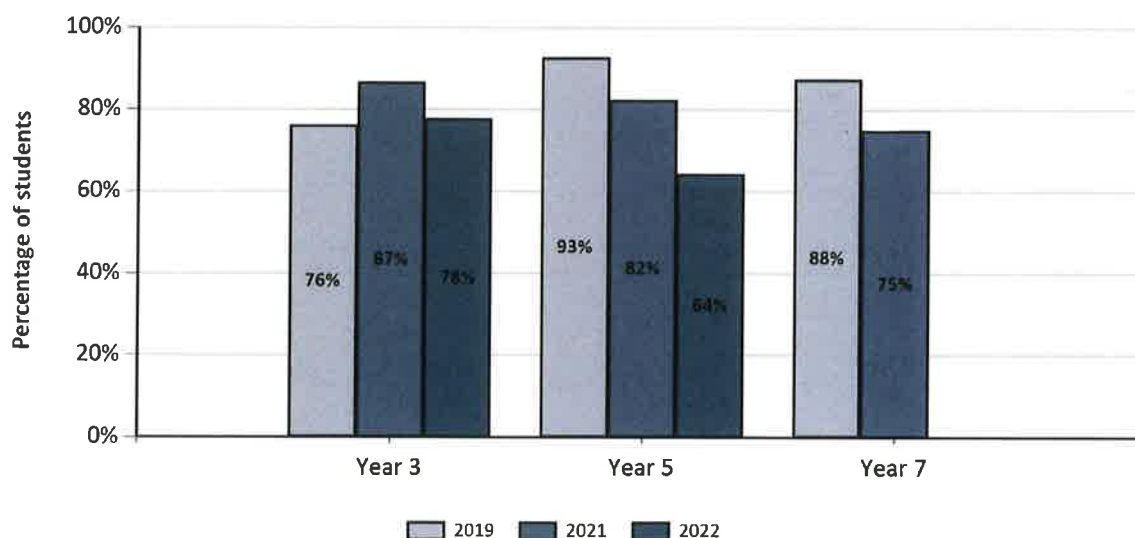


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

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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 03 2022	9	9	2	2	22%	22%
Year 03 2021-2022 Average	12.0	12.0	4.0	4.0	33%	33%
Year 05 2022	14	14	2	0	14%	0%
Year 05 2021-2022 Average	15.5	15.5	5.0	1.5	32%	10%
Year 07 2021-2022 Average	12.0	12.0	4.0	2.0	33%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

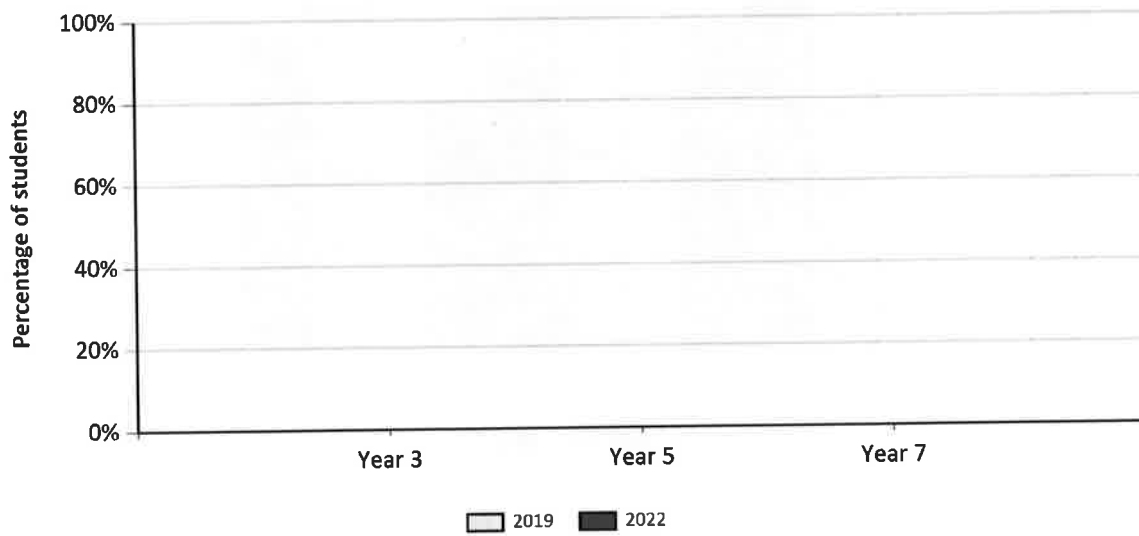
[^]Includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



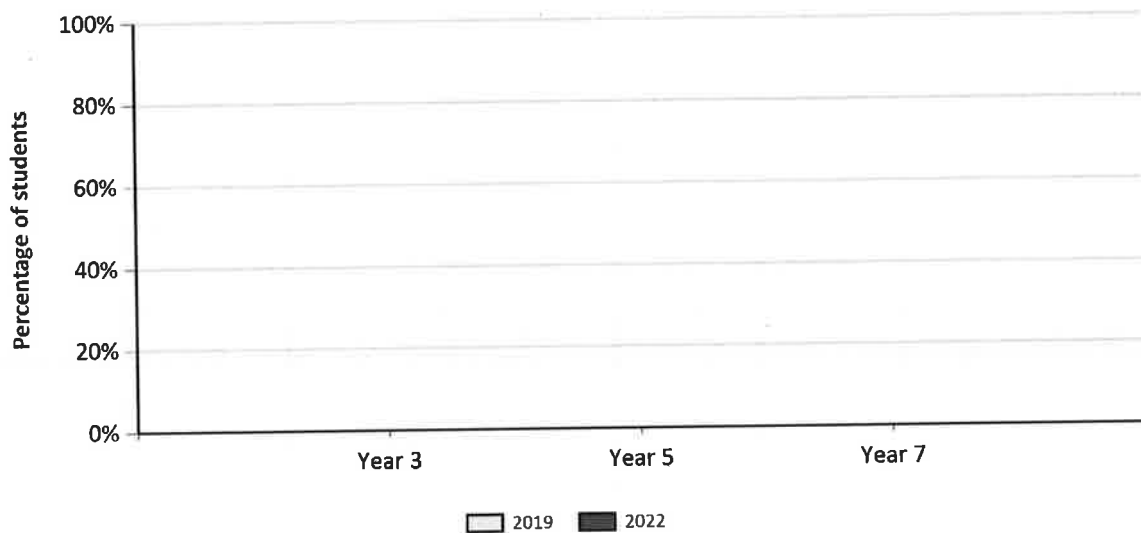
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Intervention & Support

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

Riverton Primary School hold effective students at risk (STAR) meetings, twice each term. Aboriginal student progress is reviewed at each meeting.

Each term we review our tiers of intervention using agreed criteria that a cognisant with DfE expectations, with a specific focus on Aboriginal students. Due to the COVID delayed start to the 2022 school year, this work was also delayed but was back on track by week 6 term 1.

As per PAC instruction each class is allocated 20 hours literacy and numeracy support each week. Class teachers know to how to prioritise this resource to ensure Aboriginal students receive the support they need to continue to achieve learning growth.

We have a school based AEW in 2022, who is also able to target extra literacy, numeracy and attendance support to students and families.

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

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes): 40% of our Aboriginal students are tracking above the standards for literacy, and 20% above the numeracy standard and another 40% at the standard. 40% 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

"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.")

Our Site Improvement Plan targets and NAPLAN writing results are explained below.

Year 3

50% (4/8) of year 3 students achieved the SEA in NAPLAN writing. We just missed this target of 45%, 4 students achieved the

SEA but our number of students has increased making the % lower.

25% (2/8) of year 3 students achieved higher bands in NAPLAN writing. Target of 33% met and exceeded. 3 students achieved higher bands in writing.

75% (6/8) of year 3 students achieved the SEA or above in NAPLAN writing. Target was 78%, met and exceeded with almost 80% of this group of year 3 students are at or above the standard for writing.

Year 5

60% (8/15) of year 5 students achieved the SEA in NAPLAN writing. The 78%, target was met and exceeded. 12 of our 14 students have achieved the standard in NAPLAN writing.

33% (5/15) of year 5 students achieved higher bands in NAPLAN writing. The target was not met because only 1 child (7%) achieved higher bands in NAPLAN writing.

86% (13/15) achieved the SEA or above in NAPLAN writing. This target was met. Although we wanted more students to achieve higher bands in their writing, 12/14 students have achieved the standard.

The SEA is the Standard for Educational Achievement in the SA Department for Education, often referred to as the 'standard' or the 'SEA'. Watch this space for continued improvement in writing in 2023.

NAPLAN NUMERACY AND READING RESULTS:

Numeracy

Riverton Primary School year 3 NAPLAN numeracy results indicate that 78 % of students have achieved the standard and 22% are above standard but 22% are below the standard.

Our year 5 NAPLAN numeracy results indicate that 64% of students have achieved the standard, but 36% of students are below the standard, and none are above standard.

The numeracy results for year 5 are little worrying. We will be working to ensure all students who are not at standard are provided with quality differentiated teaching as well as intervention in areas of weakness.

Reading

In Reading 89% our year 3 students are reading at or above the standard, 22% are in higher bands but 11% of students are below the standard.

86% of Riverton Primary School year 5 students are reading at or above the standards, with 14% being above standard, and 14% are below standard.

When we have more than 80% of students at or above the SEA in reading we are confident that we have kept our good practices in reading instruction in place.

Attendance

Year level	2019	2020	2021	2022
Reception	88.9%	89.6%	85.0%	86.0%
Year 1	89.1%	88.4%	91.3%	88.2%
Year 2	92.7%	91.8%	87.6%	79.5%
Year 3	91.9%	90.3%	91.1%	81.2%
Year 4	88.7%	91.5%	91.8%	87.4%
Year 5	93.3%	92.0%	91.5%	86.9%
Year 6	92.6%	90.1%	91.6%	88.0%
Year 7	94.1%	89.6%	84.9%	N/A
Total	91.4%	90.5%	89.5%	86.0%

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 86%. This is the second year 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

Our school remained a settled learning environment for 2022. In term one there were 41 behaviour incidents across the whole school, in term 2 23, in term 3 there were 25 and in term 4 18, making a total for the year of 107 for the whole year. In a school of almost 100 students this is outstanding.

Across the year most behaviour concerns were addressed by time out in class.

There were only 4 exits to the office in the year.

Two students were suspended once each for violence, that was self-reported by the students.

At Riverton Primary School, our students know they hold responsibility as well as staff to ensure our school remains settled, and continues to focus on learning, kindness, persistence and respect.

Parent opinion survey summary

In 2022 33 families responded to the online parent survey, this is almost 50% (48.5%) of our families. It is very pleasing to have such a high percentage of families interested enough in our school to respond.

Overall the survey results were positive.

The 2022 results were similar to the previous year. 79% of families agreed or strongly agreed that at our school people are respectful to each other. This aligns with our students telling us we had taught them to be kind to each other, as part of the values review survey.

The area we scored lowest in is, 'Parents want more help with their child's learning'. This area scored 37% in 2021 with a small increase to 42% positive responses in 2022. We believe this is due to the COVID impact on our parent teacher interviews in term 1.

For the question about the importance of education at this school, 100% of parents agreed or strongly agreed. This is reassuring for staff, and has been confirmed by our student leaders when we surveyed the school about what is important to students at this school.

When these survey results were shared with Governing Council, they asked for a class overview letter to be sent home by each teacher at the start of each term, rather than only in term 1. This is being implemented in 2023.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

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 2022.

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 2022.

Financial statement

Funding Source	Amount
Grants: State	\$1,266,602
Grants: Commonwealth	\$0
Parent Contributions	\$23,390
Fund Raising	\$9,573
Other	\$8,523

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

2022 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 2022 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. Most students were settled most of the time and able to access their learning for successful outcomes.	Students settled and able to access their learning to succeed.
	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 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	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>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.</p> <p>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. Early years support funding and IESP support was used to fund intervention for literacy and numeracy.</p>	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 the portfolio.	Staff at this school are very familiar with the Australian Curriculum. We are making good progress in the guaranteed curriculum work.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to support site improvement plan work.	Site improvement targets mostly achieved well. Staff have a high level of ownership of SIP.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

